

**AUTHENTIC MATERIALS EXISTED IN THE TEXTBOOK
BY INTAN PARIWARA FOR SENIOR HIGH SCHOOL**

THESIS



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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

**AUTHENTIC MATERIALS EXISTED IN THE TEXTBOOK
BY INTAN PARIWARA FOR SENIOR HIGH SCHOOL**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Language Education



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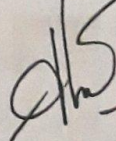
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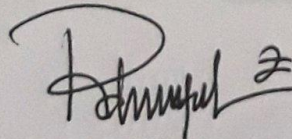
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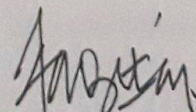
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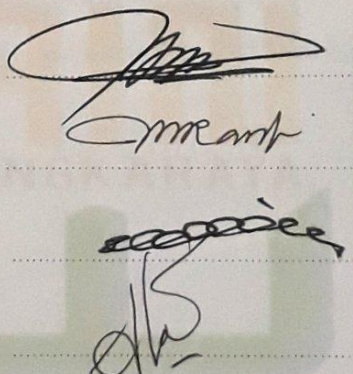
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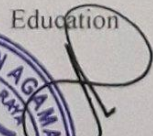
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MOTTO AND DEDICATION

“So high (above all) is Allah, the sovereign, the Truth. And , (O Muhammad), do not hasten with (recitation of) the Qur’an before its revelation is completed to you, and say, “My Lord, increase me in knowledge”
(*Q.S. Thaaha: 114*)

This Thesis is dedicated to:

My beloved Father Muhammad Fauzi and

Mother Ramlah AS Pelu for their valuable endless
prayer, sacrifice, and support. My beloved partner
Zainuddin, and sistersPutri Rafi Salihah.

DECLARATION OF AUTHORSHIP

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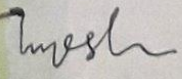
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Palangka Raya, October 23rd, 2017

Yours Faithfully,




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ABSTRACT

Salihah, Putri Rafa. 2017. *Authentic Material is in the textbook Intan Pariwara Senior High School*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Supervisor: (I) M. Zaini Miftah, M. Pd, (II) Aris Sugianto, M. Pd.

Keywords: *Authentic Materials, Skills, AMs 1,2,3.*

This research was aimed to find authentic materials and skills are contained in the textbook Intan Pariwara Senior High School. By using checklist skills (speaking, reading, writing and listening) on 5 chapters textbook and authentic materials checklist (AMs AMs 1, 2, and AMs3) on 5 textbook chapters and each chapters have been described together in the checklist table good skills checklist as well as authentic materials checklist. This research knowed the existence of authentic materials as well as 4 skills which is contained in the book Intan Pariwara.

The researcher was used Qualitative approach. To collect the data, some instruments were used, such as, (1) observation, interview, (2) and (3) documentation. To analyze the data, some techniques were used, as follow, (1) data reduction, (2) data display, and (3) Conclusion Drawing/Verification.

The results showed that:(1) Authentic materials (AMs 1,AMs 2, and AMs3) there were only a few authentic materials in the textbook “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’*” compiled by Bachtiar Bima M dan Cicik Kurniawati *Intan Pariwara* grade XI semester 1 the data such as has existed in every chapters were in chapter I (page:15), chapter II (page: 28,29), chapter III (page: 42, 44, 45), chapter IV (page: 67) and chapter V (page:85).(2) 4 skills in the textbook “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’*” disusun oleh Bachtiar Bima M dan Cicik Kurniawati *Intan Pariwara* grade XI semester 1 contains 4 skills needed by students in Indonesia as *Listening* chapter I (page: 7), chapter II (page: 22,23,24), chapter III (page: 34,38,39,40,44), chapter IV (page: 64,65) and chapter V (page: 77). *Speaking* chapterI (page: 2,3,5,7,12,13,14), chapter II (page: 21,22,26), chapter III (page: 34,37,38,40,42,44), chapter IV (page: 64,66,67) and chapter V (page: 72,77,82,84). *Reading* chapterI (2,8,9,10,15), chapter II (page: 20,22,24,25,27,28,29), chapter III (page: 34,37,42,43,45), chapter IV (page: 58,59,62,64,67) and chapter V (page: 72,74,78,81,85). *Writing* chapterI (page: 2,4,5,7,8,9,10, 11,12,13,14), chapter II (page: 20,23,24,25,26,28,29), chapter III (page: 34,37,38,39,40,41,42,43,44,45), chapter IV (page: 58,60,61,62,63,64,65,66,67) and chapter V (page: 73,74,78,79,80,83,84).

ABSTRAK

Salihah, Putri Rafa. 2017. *Authentic Material yang ada didalam buku Intan Pariwara Sekolah Menengah Atas*. Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M. Pd., (II) Aris Sugianto, M. Pd.

Keywords: *Authentic Materials, Skills, AMs 1,2,3.*

Penelitian ini bertujuan untuk menemukan authentic materials dan 4 skills yang terdapat dalam buku Intan Pariwara Sekolah Menengah Atas. Dengan menggunakan skills checklist (speaking, reading, writing dan listening) pada 5 bab buku dan authentic materials checklist (AMs 1, AMs 2, dan AMs3) pada 5 bab buku dan masing-masing telah dideskripsikan bersamaan didalam table checklist baik skills checklist maupun authentic material checklist. Dan penelitian ini mengetahui adanya authentic materials maupun 4 skill dalam Bahasa Inggris yang terdapat didalam buku Intan Pariwara.

Peneliti menggunakan pendekatan Kualitatif. Untuk mengumpulkan data, penulis menggunakan beberapa instrumen, antara lain, (1) observasi, (2) wawancara, dan (3) dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa teknik, yaitu, (1) *data reduction*, (2) *data display*, and (3) *Conclusion Drawing/Verification*.

Hasil penelitian menunjukkan bahwa, (1) Authentic materials (AMs 1, AMs 2, dan AMs 3) hanya sedikit yang terdapat authentic materials didalam buku “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’*” disusun oleh Bachtiar Bima M dan Cicik Kurniawati *Intan Pariwara* kelas XI semester 1 seperti yang ditemukan pada setiap bab, bag I (halaman:15), bab II (halaman: 28,29), bab III (halaman: 42, 44, 45), bab IV (halaman: 67) dan bab V (halaman:85).(2) Terdapat 4 skills dalam buku “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’*” disusun oleh Bachtiar Bima M dan Cicik Kurniawati *Intan Pariwara* kelas XI semester 1 mengandung 4 skills yang dibutuhkan oleh siswa/i di Indonesia seperti *Listening* bab I (halaman: 7), bab II (halaman: 22,23,24), bab III (halaman: 34,38,39,40, 44, bab IV (halaman: 64, 65) dan bab V (halaman: 77). *Speaking* bab I (halaman: 2,3,5,7,12,13,14), bab II (halaman: 21,22,26), bab III (halaman: 34,37,38,40,42,44), bab IV (halaman: 64,66,67) dan bab V (halaman: 72,77,82,84). *Reading* bab I (halaman: 2,8,9,10,15), bab II (halaman: 20,22,24,25,27,28,29), bab III (halaman: 34,37,42,43,45), bab IV (halaman: 58,59,62,64, 67) dan bab V (halaman: 72,74,78,81,85). *Writing* bab I (halaman: 2,4,5,7,8,9,10, 11,12,13,14), bab II (halaman: 20,23,24,25,26,28,29), bab III (halaman: 34,37,38,39,40,41,42,43,44,45), bab IV (halaman: 58,60,61,62,63,64,65,66,67) dan bab V (halaman: 73,74,78,79,80,83,84).

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Palangka Raya, October 23rd 2017
The writer,

Putri Rafa Salihah
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TABLE OFCONTENT

COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL	Error! Bookmark not defined.
THESIS APPROVAL	Error! Bookmark not defined.
MOTTO AND DEDICATION	iv
DECLARATION OF AUTHORSHIP	Error! Bookmark not defined.
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGMENTS	ix
TABLE OFCONTENT	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Research Problems	4
C. Objectives of the Study	5
D. Scope and Limitation	5
E. Significances of the Study	6
F. Definition of the Key Terms	6
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
A. Related Studies	8
B. Textbook	10
1. Distinction between Textbook and Coursebook	10
2. Roles of Textbooks	11
C. Authentic Materials	12

1. Definition of Authentic Materials	12
2. Types of Authentic Materials.....	13
3. Authentic Material Criteria	14
D. Language development Skills.....	14
E. Qualification of Standardized Authentic Materials in Language Teaching	15
F. Advantages of Using Authentic Material in Teaching English	16
G. Frame of Thinking	18
CHAPTER III	19
RESEARCH METHOD.....	19
A. Research Design	19
B. Subject of the Study.....	20
C. Source of Data	20
D. Research Instrument	21
1. Documentation.....	21
E. Data Collection Procedure	21
F. Data Analysis Procedure.....	22
G. Data Endorsement.....	23
CHAPTER IV	27
RESEARCH FINDINGS AND DISCUSSION	27
A. Data Presentation	27
1. The Result of Documentation	27
B. Research Findings.....	27
1. AuthenticMaterials in English Textbook of eleventh grade published by “ <i>Intan Pariwara</i>	27
2. Language Skills Development that covered in English textbook of eleventh grade published by “ <i>Intan Pariwara</i> ..	35
C. Discussion.....	92
1. Authentic Materials in English textbook of eleventh grade published by “ <i>Intan Pariwara</i> ”.....	92
2. Language Development Skills that covered in English textbook of eleventh grade published by “ <i>Intan Pariwara</i> ”.	93

CHAPTER V.....	96
CONCLUSION AND SUGGESTION	96
A. Conclusion	96
B. Suggestion	97
REFERENCES.....	100

LIST OF TABLES

Table	Page
3. 1 Research Instrumen.....	21
4.1 Types of Authentic Materials by Genhard	34
4. 2 Language Development Skills by Allan Cunningsworth.....	37
4. 3 Language Development Skills by Allan Cunningsworth.....	47
4. 4 Language Development Skills by Allan Cunningsworth.....	55
4. 5 Language Development Skills by Allan Cunningsworth.....	74
4. 6 Language Development Skills by Allan Cunningsworth.....	89

LIST OF FIGURES

Figure	Page
2. 1 Frame of Thinking.....	18
3. 1 Prosedure of Data Analysis.....	26

LIST OF APPENDICES

Appendix

1. Research Schedule
2. Research Decrees
3. Checklist Types of Authentic Materials
4. Checklist of Language Development Skills
5. “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’*” that compiled by Bachtiar Bima M and Cicik Kurniawatitextbook published by *Intan Pariwara* for eleventh grade at the first semester
6. Syllabus
7. Curriculum Vitae

LIST OF ABBREVIATIONS

AMs 1: Authentic Materials 1

AMs 2: Authentic Materials 2

AMs 3: Authentic Materials 3

CHAPTER I

INTRODUCTION

This chapter will discuss about the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

English as one of international language in the world. Which existed in various textbooks for English learners. Textbook has four skills for teaching and learning process. In textbooks consists of materials and the materials are able take from authentic materials and non authentic materials or created materials. In this study the researcher will focus on four skills which categorize by authentic material criteria inside of a textbook. According to Lanaro (2007, p. 1), “authentic materials help students bridge the gap between the classroom and the outside world. Many students enroll in school to learn or improve a language-related task, such as helping a child with homework or speaking English at work. Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. In working with new students, teachers need to identify why students have come to class. When teachers know learners’ motivations, they can target instruction to meet those goals. A key way to help learners reach their goals is to use authentic, goal-directed materials.” It is mentioned that a textbook much

better consists of authentic materials inside than none so the learners are able to achieve the target of language. Riazi (2003, p. 52) says that a textbook used in EFL classroom has an important roles in teaching and learning process due to it is able help teacher to prepare various materials in particular study English. It is in line with Allwright (1990, p. 346) he concludes that “views textbooks as resource books for ideas and activities rather than instructional materials.” It can be concluded that textbooks are one important thing for learners to guide them as a basic for studying and learning process.

Here you are some of definitions and benefits its self. For Tomlinson (2012, p. 162), an authentic text is one text which is made in order to communicate rather than to teach. It does not have to be made by a native speaker and it might be a version of an original which has been simplified easier communication. In addition, Richards and Schmidt (2010) define authentic materials as those materials that were not used made for pedagogical aims, as the use of magazines, newspapers, advertisements, news reports, or songs. Such as materials are used to think to contain more realistic and natural examples of language use for than those found in textbooks and other as developed learning materials. For Genhard (1996) classified authentic materials into three categories as follows: First, Authentic listening materials, such as radio news, cartoons, songs, etc. Second, Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc. Third,

Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

It this study concludes that authentic materials can be broadly classified in audio, visual, and printed materials.

Textbook as one of crucial thing institution which is able to guide learners to study more whether at school or at institution itself such as school, campus, course and so on. As in Ghazo and Smadi (2013 p. 346), it is mentioned that a textbook is a crucial stage for curriculum, due to this is occupied used in schools. Teachers and pupils use itsuch as materials that give the fundamental source of information, provide the main source of information, leadership and pattern because they give communicative actions, list of words, productive and receptive skills and vocabulary, reading, writing, speaking, and listening comprehension, and custom gambits. The researcher interested in this topic because textbook as the education heart and without it will be useless. Also include the existence of contents itself in the textbook which are able to give the advantages and qualities for learners.

In this opportunity the researcher will find out an authentic material English textbooks in four skills of the English textbooks of Senior High School and what authentic materials of four skills in the English textbooks of Senior High School are realized by Intan Pariwara it is an English textbook published by a publisher *Intan Pariwara*, this textbook entitled "*Buku Bahasa Inggris 'Mata Pelajaran Wajib' Kelas XI*" that compiled by Bachtiar Bima M

and Cicik Kurniawati for first semester of the eleventh grade students at SMAN 2 Palangka Raya. According to Elmi (2016, p. 9) says that “this English textbook using curriculum in 2013.” It means that it uses scientific approach and has standard process in learning which consist of observing, questioning, exploring, associating, and communicating. And curriculum 2013 pointed to authentic assessment, and the materials should refer to authentic materials.

Based on the that statement it can be concluded that standard process has been divided into four points and textbooks are one important thing for learners to guide them as a basic for studying and learning process. And the researcher will focus on one textbook it is published by Intan Pariwara for Senior High School at eleventh grade in the first semester, because in SMAN 2 Palangka Raya used this book.

B. Research Problems

Based on the background of the study above, the researcher would like to present the main problems of the study as follow:

1. What are the authentic materials found in English textbook of eleventh grade published by “*Intan Pariwara?*”
2. What skillsare covered in English textbook of eleventh grade published by “*Intan Pariwara?*”

C. Objectives of the Study

Based on the research problem above, it appears some of objectives of the study as follow:

1. To describe the authentic materials in English textbook of eleventh grade published by “*Intan Pariwara*.”
2. To know the language development skills that covered in English textbook of eleventh grade published by “*Intan Pariwara*.”

D. Scope and Limitation

This study belongs to Library Research based on “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’*” that compiled by Bachtiar Bima M and Cicik Kurniawati textbook published by *Intan Pariwara* for eleventh grade at the first semester in form of four skills of each chapter. In this case, English textbook serves with curriculum 2013 which it has standard process divided into five procedures are observing, questioning, exploring, associating, and communicating. Also curriculum 2013 pointed to authentic assessment, so the materials should refer to authentic materials. And according to Genhard (1996, p. 251) classified authentic materials “into three categories as follows: Authentic listening materials, such as radio news, cartoons, songs, etc; Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.; Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.” It refers that the use of curriculum 2013 has standard process which has been divided into five

procedures are observing, questioning, exploring, associating, and communicating and authentic materials are divided into three types as authentic listening materials, authentic visual materials, and authentic printed materials.

E. Significances of the Study

This study expected and gives to both positive theoretical and practical significance as follows:

Theoretically, every textbook in Indonesia is taught by certain goal with purpose of education in teaching and learning process, based on material, even comprehensively materials are provided by National Departement of Education or relate to content based on itself. This study will expect to know which authentic material textbook that contains inside for teaching and learning process by analyzing them.

Practically, this study expected will be able as reference sources to look for approach or method. It is not only for English Teaching materials, but also teaching authentic materials contains four skills of each chapter. Moreover, this study will give definite comprehension to English University student in case they will become a teacher in the future to use textbook contain with authentic material in teaching and learning process. It also can be as a literature for the next study research to increase better research for the future.

F. Definition of the Key Terms

1. According by Gilmore (2007) authentic materials meaned “An authentic form is a part of authentic language, made by a real native or

writer for an authentic recipient and made to tell type a an authentic texts (p.98).” In this study, authentic materials means materials which are not made for pedagogical aims but designed for native speakers.

2. Textbook is viewed textbooks as resource books for ideas and activities rather than instructional materials (Allwright 1990, p. 346). In this study, textbooks refer to a source of study to get opinions and actions rather than get materials’ tool.
3. Content Analysis is defined as “a research technique to make replicable and valid conclusion from texts (or other meaningful matter) to the context of their use.” (Krippendorff, 2003, p. 18). In this study, content analysis is used to imitate and certain method to make special conclusion from material to other its sources.
4. Intan Pariwara it is an English textbook published by a publisher *Intan Pariwara*, this textbook entitled “*Buku Bahasa Inggris ‘Mata Pelajaran Wajib’ Kelas XI*” that compiled by Bachtiar Bima M and Cicik Kurniawati for first semester of the eleventh grade students at SMAN 2 Palangka Raya.

This English textbook uses curriculum 2013. Curriculum 2013 is a curriculum that uses scientific approach and it has standard processes in learning. They are divided into observing, questioning, exploring, associating, and communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss some related theories to support the study. The theories will be used for underlying requirement to solve the problems. This study will present some theories about authentic materials by others sources.

A. Related Studies

In order to make different research from the previous research, the Study has found some new previous studies that are concerned with authentic materials as follows:

In the first previous study was Benavent (2012), He focused on the important for ESP trainees, since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. The results showed that it is important to point out that while ESP learners often have radically different levels and standards of language ability, the higher their level of language, the more will they profit from their learning process.

It was different to this study. Benavent's study was conducted the review of the different opinions of experienced authors and their arguments for and against the use of real and authentic materials in the ESP classroom. But on this study the writer focus on the contents of a textbook which is consist of authentic materials inside (Benavent & Penamaria 2011, p. 89).

The second previous study was Al-Ghazo and Smadi (2013). They focused on analysis with content analysis of the English Reading Text's authenticity in Student's Book of Action Pack Eleven in Jordan. The findings of the analysis revealed that the reading texts of the student's book in Action Pack 11 have a high degree of authenticity. Al-Ghazo and Smadi have differences to this study.

It was different from this study. Al-Ghazo and Smadi (2013, p. 1) analyzed the authenticity of Action Pack Eleven in Jordan. But, on this study the writer focus on analyze what skills are covered inside of Intan Pariwara textbook.

The Third previous study was Tanasavate and Chinwonno (2013). They focused on Thai EFL learners' and teachers who use authentic materials. The findings revealed that learners and teachers indicated the most frequent use of multimedia, image and printed text in the classroom included songs, photographs, newspapers and short stories.

It was different from this study. Tanasavate and Chinwonnothey (2013, p. 179) perceives that the use of authentic materials positively for realistic English use and its benefit to increase not only vocabulary knowledge but also global communication in real contexts. But on this study the writer focus on four skills may contain inside of textbook then good for every learners to study English as in the real situation.

The fourth previous study was Sasongko (2014). He focused on students' attitudes t which is using authentic materials. In detail research,

students mostly showed positive attitude toward the use of authentic material during learning and teaching English subject.

It was different from this study. Sasongko (2014, p. 25) see the students' attitudes toward the use of authentic materials. But in this study, the researcher will focus on authentic materials itself which are existed in the textbook.

Based on those previous studies above, the researcher has different subject and object of the study. The subject of this study is an English textbook entitled "*Buku Bahasa Inggris 'Mata Pelajaran Wajib' Kelas XI*" for first semester of the eleventh grade students at SMAN 2 Palangka Raya. While the object of this study is authentic materials based on four skills of each chapters.

B. Textbook

1. Distinction between Textbook and Coursebook

Chambliss and Calfee (1998, p.7) "textbooks are at the heart of educational enterprise, as they offer students "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience." Therefore, textbook is the important one to study without it is nothing. Meanwhile coursebook according to Cambridge University Press, coursebook is "a book used by students when they do a particular course of study".

Based on the difference above between textbook and coursebook are same materials as a main instructional media for learning.

2. Roles of Textbooks

Based on Ansary and Babaiii (2002, p. 5) “supported the roles of textbooks. They have the idea that textbooks are the framework which manages and times the programs and, in many situations, textbooks can serve as a syllabus. In the eyes of learners, if there are no textbooks, learners will have no purpose in learning and will not take the lesson seriously, because they are out of focus and teacher-dependent. For teachers, textbooks mean security, guidance and support. They provide ready-made teaching texts and learning tasks, and they are a cheap and easier way of providing learning materials”, and “in some situations, the textbook may function as a supplement to the teachers’ instruction in the ESL teaching and learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities. For the ESL learners, the textbook becomes the major source of contact they have with the language apart from the input provided by the teacher. Prior to selecting a textbook, educators should thoroughly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious. For example, if one of the goals of the program is to give students an opportunity to interact with authentic texts, then books that use articles written for native English speakers would be appropriate. If the program focuses on developing reading fluency, books designed to support the development of reading skills would be

appropriate.” (Wen-cheng, Chien-hung, & Chung-chieh 2011, p. 94). It can be concluded that textbook as fundamental media in learning at institution as at school for every pupils and without it nothing.

C. Authentic Materials

1. Definition of Authentic Materials

Tomlinson (2012, p. 162), an authentic text is one text which is made in order to communicate rather than to teach. It does not have to be made by a native speaker and it might be a version of an original which has been simplified easier communication. In addition, Richards and Schmidt (2010) define authentic materials as those materials that were not used made for pedagogical aims, as the use of magazines, newspapers, advertisements, news reports, or songs. Such as materials are used to think to contain more realistic and natural examples of language use for than those found in textbooks and other as developed learning materials. Also, Harmer (2007b) explains authentic material as “language where no hesitate are produced to foreign speakers” (p.273). Thus, authentic materials are materials that made by native speaker in the real situation and not for pedagogical aims. We have discussed in previous part, even authentic or material itself. McNeil (1994) and Kilickaya (2004) stated that authentic texts is a way of increasing students’ encouragement for language teaching so bring students to the real situation.

Based on Nuraeningsih (2012, p. 163) “English has been introduced by many non-English speaking countries to be a subject in particular level of education, including Elementary School. In Indonesia,

the policy is regulated by Culture and Education Department of Indonesia Republic No. 0487/4/1992, Chapter VIII (*Depdikbud RI No. 0487/4/1992, Bab VIII*). It states that elementary school can add any subject in its curriculum on condition it does not against to national education goal. Further, this policy is strengthened by Decree of Culture and Education Ministry No.060/U/1993 on 25 February 1993 (*SK Menteri Pendidikan dan Kebudayaan No. 060/U/1993 tanggal 25 Februari 1993*) about the possibility of including English as a local content beginning from grade 4 (Speech of Guru Besar Prof. Kasihani E. Suyanto M.A. Ph.D).” It means that before the day it has been established by law, English has been occupied in educational situation.

2. Types of Authentic Materials

According to Genhard (1996, p. 251) classified authentic materials “into three categories as follows: Authentic listening materials, such as radio news, cartoons, songs, etc.; Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc; Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc. It means that materials are able to produce by print”

It concluded that listening materials are able to listen in any form of applications, authentic visual materials are materials that can see by eyes and touch, and the last one is authentic printed materials mean that materials are able to get from printed or materials are able to produce by printing.

3. Authentic Material Criteria

Following to Karpova (1999, p. 11) that provides a list of the criteria which need to be considered when using authentic materials as follows: First, content: the content of authentic materials has to be appropriate for learners' age, interest, needs and goals; Second, tasks: tasks must be "sequenced and differentiated" and must include "communicative and cognitive procedures" so that the learners' background and new knowledge can be integrated; Third, teacher-learner relationship: the materials must be structured in a way that a "reciprocal" interaction between the instructor and the learner takes place; Fourth, learning strategies: cognitive abilities of the learners must be improved by paying attention to learning strategies; Fifth, learning environment: the environment provided must in a way encourage "risk taking and idea sharing"; Sixth, social values and attitudes: authentic materials must be a reflection of social values and attitudes; Last one, culture issue: authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness." Baghban & Pandian (2011, p. 11)

It is concluded that the criteria of authentic materials should contain its content, background knowledge, interaction, cognitive strategies, social value and attitude, culture issue in learning process.

D. Language development Skills

Priorities for L2 activities for interpersonal competence divided into four stages are from listening, speaking, reading and the last one is writing. Here you are the terms as follow. Stated by Gebhard (2000, p. 2) "pointed out

that listening is an active skill.” According to Burns and Joyce (1997, p. 2) “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.” Followed by Dixon and Nessel (1983, p. 9) “writing is considered as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading.” Next by Burns et al (1996, p. 4) “reading is the most important one since every aspect of life involves reading. For example road signs, traffic regulation, menus in restaurants, labels on cans, printed advertisements, newspapers, magazines, insurance forms, and so forth.” It can be stated that language development skills from interpersonal competence start from listening, speaking, reading and writing.

E. Qualification of Standardized Authentic Materials in Language Teaching

Larsen-Freeman (2000, p. 129) has once said that one of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach changes the view of syllabus designers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom. Hence, the syllabus designers are advised to take into account the learners' needs and provide them with the chance, to be

able to communicate the learned language in real situations outside the school walls.

In this study concluded that how important using authentic materials to achieve communicative language in teaching.

According to Mishan (2005, p. 250), states that there are three approaches which are regarded as the basis for the term authenticity in language teaching. These are communicative, materials-focused and humanistic approaches.

1. Communicative approach: in this approach, the focus is on communication from both sides - the learning process and the teaching methods.
2. Materials-focused approach: the learning in this approach is text-centered.
3. Humanistic approach: this approach emphasizes the unity of learners' feelings and the learning process.

In this study has once said that comunicative approach is able to find from the term of authenticity which are focus from two sides are learning process and teaching methods.

F. Advantages of Using Authentic Material in Teaching English

According to Berardo (2006, p. 64) list the advantages of using authentic materials as follows:

- a. Having a positive effect on student motivation. In this study refer to positive way that authentic materials are able to mativate well in study English as an International language in the world. For instance, as idioms, the grammar use by native speaker, and so on.;

- b. Giving authentic cultural information. Giving the real situation about native speakers' life. So that students are able to know which one the native speakers' culture and not, such as in using language "good night" by native speakers meant that while they want to go bed at night and so fourth.;
- c. Exposing students to real language. Also open minded to student that between textbook in writing also different with the real situation by native speakers. For example as "I must be joking" by native speakers it meanted that like in our environment as "just kidding" and so on.;
- d. Relating more closely to students' needs. Because what sudent needs are like what student needs as they are able speaking, writing, listening, reading well in English and update by real situation by native speakers good in speaking, writing, listening and reading.;
- e. Supporting a more creative approach to teaching. That's all due to what written in textbooks are different with the real situation while students directly speak up or else to go abroad or there is any tourism from another countries and etc.

To sum up, that using authentic materials in study and learning process is able to achieve English education goals although it is not refers to educational aims but indirectly is able to guide students more comprehensively in learning language.

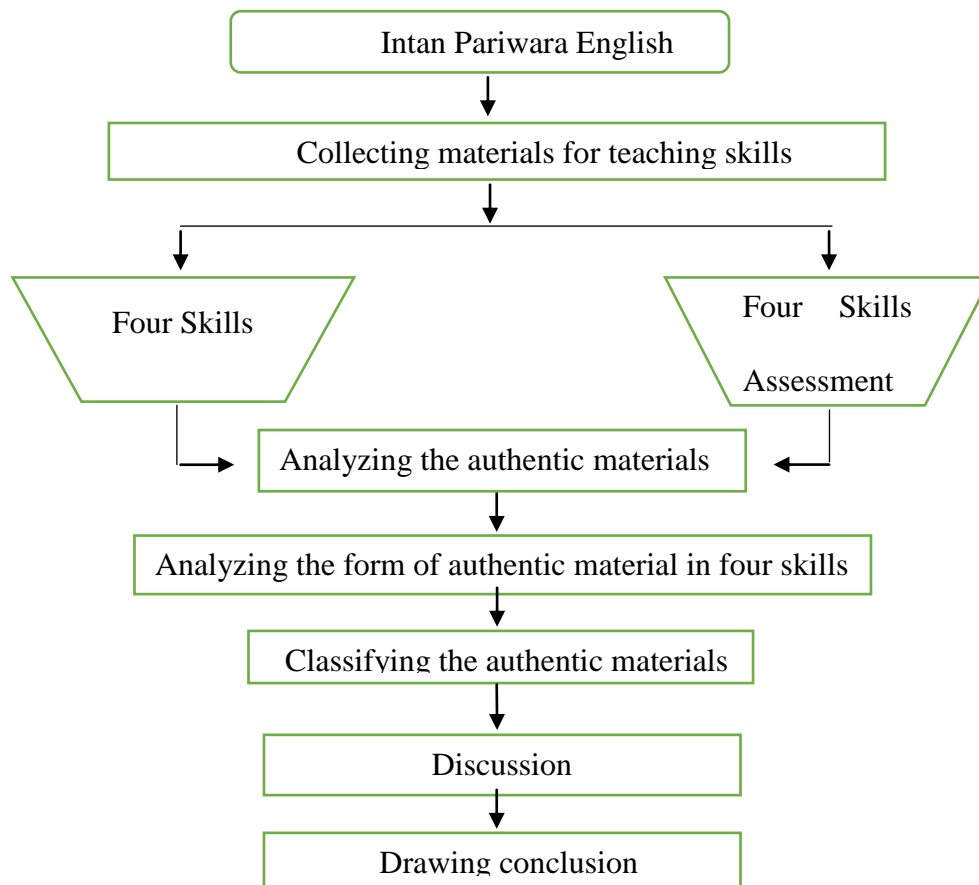
G. Frame of Thinking

Figure 2. 1 Frame of Thinking

CHAPTER III

RESEARCH METHOD

The discussion in this chapter will consist of research design, subject of the study, source of the data, research instrument, data collection procedures, data analysis procedures, and data endorsement.

A. Research Design

This research design would use descriptive qualitative study. The research design used descriptive qualitative design because this study concerned by process to describe and to analyze. According to Ary et al. n.d. 2010, p. 648) stated that “a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis.”

Based on the statement above, the researcher is able to sum up that qualitative research is natural research there is no manipulated data or condition in the research field. In this research, the researcher would use qualitative research because this research would describe a place, evidence, characteristics systematically. And also this study conducted library research approach, which was to collect data from library source and would compare to variety of available theories.

The research type of this study would use document or content analysis According to Krippendorff(2003, p.18) “Content analysis is a

research technique to make replicable and valid conclusion from texts (or other meaningful matter) to the contexts of their use." It stated that a content analysis is a research type which is to make imitate and valid data from materials which used.

B. Subject of the Study

The subject of this a study was on "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" compiled by Bachtiar Bima M and Cicik Kurniawati published by *Intan Pariwara*. The book has 5 chapters and each chapters have own topic materials and skills. Then, the object of this study was the existed of authentic materials and skills were covered in the textbook dealt with curriculum in 2013 for the eleventh grade of Junior High School. Since this study dealt with analysis of the content of textbook especially the authentic materials and skills, the data is analysed qualitatively, without any statistical or calculation.

C. Source of Data

The object of this study was student English textbook for eleventh graders of Junior High School entitled "The textbook on "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" compiled by Bachtiar Bima M and Cicik Kurniawati published by *Intan Pariwara*. This textbook is written based on the 2013 curriculum. That used scientific approach and has learning process standard consist of observing, questioning, exploring, associating, and communicating. The researcher focused on just one textbook and all materials and skills covered in the textbook on the first semester.

D. Research Instrument

1. Documentation

Researcher did documentation as need to proof documentation related to the study. Also, used checklists both checklist for authentic materials and language development skills. The purpose of them were to know the existence of both and it could be good textbook for teaching and learning process both for teacher and students.

Table 3.1 Research Instrumen

No	Instrument	Data Needed	Objective
1.	Documentation	The textbookon “ <i>Buku Bahasa Inggris ‘Mata Pelajaran Wajib, Kelas XI’</i> ”compiled by Bachtiar Bima M and Cicik Kurniawatipublished by <i>Intan Pariwara</i> .	To proof documentation related to the study

E. Data Collection Procedure

Data collection Procedure was aimed to get data needed in the study, here you were some ways to did it, as:

1. First, the researcher found the textbook which is going to be analysed.
2. Second, the researcher read and observed the materials of the textbook.
3. Third, the researcher did checklist of authentic materials types by Genhard and checklist of language development skills by Allan Cunningsworth
4. The last, the researcher collected the data then analysed them.

F. Data Analysis Procedure

“Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that accumulate to increase own understanding and enable to present what have discovered to others(Bogdan, 1982, p. 83).” It means that data analysis has systematically procedure in a research. The researcher shall use some data analysis techniques which appropriate with the problems of the study. These will be as follow:

1. **Data Reduction:** Data Reduction was part of analyze.The researcher resumed the data, choosing main things, focusing on the important things, look for the theme.
2. **Data Display:** Display data is the next step after reduction the data. Display the data is the collection of information which arranged and gives possibility to get the data conclusion and take the action. By displaying the data, the data will be organized well.Therefore, it will make easier to be understood. On the qualitative research, displaying data can be done on the short description, draft, flowchart, and so on.
3. **Conclusion Drawing/ Verification:** The next step after displaying data is conclusion drawing/ verification. “verification refers to the processes which are able to answer research questions and research objectives. Beginning conclusion is still temporary, and will be changed if there is not strong proof that support on the next step in collecting data. But, if the beginning conclusion is supported by valid

proof and consistent, when the researcher backs to the field. (Adib 2012, p. 40).”So the conclusion is credible. It can be concluded that verification as a final data that can be shown research itself.

In this research the process of analysing data used these steps were:

1. Classifying the authentic materials were covered in the textbook from all chapters in all pages by checklist of authentic materials checklist by Genhard as song lyrics, notice and so fourth.
2. Collecting the data form the data source and input the data to the the checklists were by checklist of authentic materials checklist by Genhard as song lyrics, notice and so fourth and checklist of language development skills by Allan Cunningsworth as language development skills, listening, speaking, reading, and writing.
3. Identifying the types and skills were covered in the textbook.
4. Describing the the types and the skills were covered in the textbook.

G. Data Endorsement

Instrumentation validity is the most important for the study techniques, has aims to find the validity and reliability in a study. To support the data, this study will conduct some instrument validity techniques in a qualitative study as follow:

1. Credibility (Internal Validity)

Ary et al. n.d. (2010, p. 638) say that credibility is qualitative research concerns with the truthfulness of inquiry’s findings of this study. “In

qualitative study is called validity or internal validity, means the criteria how to check data endorsement, which purposes to prove the credibility degree of result of the study through a variety of qualitative data credibility test. Many variety of qualitative data credibility test, the study would conduct a number of credibility test as following (Elmi 2016, p. 59):

a. Extension of Observation

Observation as define “observation is used as a technical term in research with its specific meaning. In every language, observation usually refers to the use of our visual sense to record and make sense of information. In research, observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data(Latief 2013, p. 77).” Based on this study using particular data as book dialog session to evade biases data of this research study.

b. Triangulation

This study will use triangulation theory. Triangulation as a keyword is used to name the combination of different methods, study groups, local and temporal settings, and different theoretical perspectives indealing with a phenomenon(Flick 2009, p. 444). So, triangulation is a powerful way to facilitate the data validation or fushion with several research methods in the research study with the same phenomenon.

2. Transferability (External Validity)

As we already know that “transferability means external validity in qualitative research. According to Sugiyono that external validity refers to a degree of data accuracy of this study can be applied to population which is the sample taken (Elmi 2016, p. 61).” It means that this research would organize systematically and believable data process to the result of the study to get more information.

3. Dependability (Reliability)

Dependability is called as reliability. According to Allen and Yen reliability is “as reliability of a test increases, the error score variance becomes relatively smaller. When error variance is relatively slight, an examinee’s observed score is very close to his or her true score. However, when error estimates of true scores (Latief 2013, p. 213).” It means that the data collected by other sources and literary appropriate books. The data technique has purpose and the strategy to look which textbook that contain authentic materials on four skills.

4. Confirmability (Objectivity)

As stated by Sugiono cited by Elmi (2016, p. 62) “the confirmability is points out by Sugiono: is called objective research test.” The objective of this study relate with study process. The result of the study has function process, it will be filled the confirmability standard.

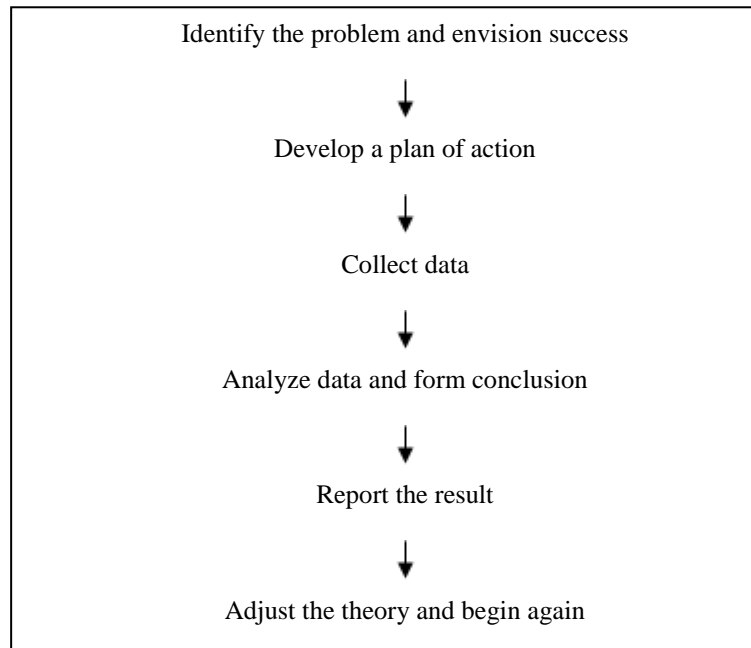


Figure 3. 1 Prosedure of Data Analysis

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

The data collecting technique has been clearly described in the design of research on chapter III. Furthermore the result of the research such as the following below:

1. The Result of Documentation

Researcher did documentation to support the data. The aimed of documentation in this study were to cover all data needed on August 23th 2017 at 10 a.m to 11.24 a.m. For documentation, the researcher collected hardfile copy of English textbook, checklist of authentic materials types and checklist of language development skills.

B. Research Findings

1. AuthenticMaterials in English Textbook of eleventh grade published by “*Intan Pariwara*.”

The researcher found (AMs 3) as authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc. It means that materials are able to produce by print and it has existed in every chapters were in chapter 1 (page:15), chapter 2 (page: 28,29), chapter 3 (page: 42, 44, 45), chapter 4 (page: 67) and chapter 5 (page:85).

a. Chapter I

Firstly, the researcher found one type of authentic materials types by Genhard as AMs 3 or authentic printed materials were listed in the textbook on page 15 on task 29 on the first chapter, such as song lyrics, which written by Whitney Huston, was tittled *Step by Step* the real native and the lyrics were too authentic. For instance, “*well, there’s a bridge and there’s a river ...*”.

Secondly, the researcher found 7 authentic materials criteria by Karvova were listed in the textbook on page 15 on task 29 on the first chapter. as: *contents* were found as song’s lyrics as students goals to read and to know the meaning of the lyrics itself , *task* was found as the command as “*Read parts of the song lyrics*” were the task should be sequenced or systematically and differentiated and must include “communicative and cognitive procedures”, *teacher-learner relationship* such as indirectly the teacher asked students to read and speak up and must be structured in a way that a “reciprocal” interaction among the instructors and the students takes place, *learning strategies* as the teacher as cognitive learning, skills in rehearsing a material to be learned by textbook continue by teacher to their students such as by paying attention to learning strategies, *learning environment* in a way to encourage “risk taking and idea sharing” among teachers and students and the students were should be active in way to feel talk with enthusiasm, *social values and attitude* authentic materials must be a reflection of social values and attitudes as

real style as from the writing style and social advice of the lyrics song itself, and the last on was *culture issues* should be authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness." As this song implied which place is your destination.

b. Chapter II

Firstly, the researcher found one type of authentic materials types by Genhard as AMs 3 or authentic printed materials were listed in the textbook on page 28 on task 29 on the second chapter, such as notice "Save Your Life" page 28 on task, and song lyrics, which written by *Cher Lloyd*, was titled *Human* the real native and the lyrics were too authentic. For instance, "Lonely, lonely, So you think that you know me ...".

Secondly, the researcher found 7 authentic materials criteria by Karvova were listed in the textbook on page 28 on task 29 on the second chapter. as: *contents* were found as *notice* and *song lyrics* as students goals to read and to know the meaning of the *notice* and *song lyrics* itself, *task* was found as the command from the notice as "Read the poster and answer the questions" and song lyrics as "Read the song lyrics. What is the message?" were the task should be sequenced or systematically and differentiated and must include "communicative and cognitive procedures", *teacher-learner relationship* such as indirectly the teacher asked students to read and answer and must be structured in a way that a "reciprocal" interaction among the instructors and the students takes place good both page 28 on task 17 and 29 on task 20, *learning strategies* as the

teacher as cognitive learning, skills in rehearsing a material to be learned by textbook continue by teacher to their students such as by paying attention to learning strategies by the teacher, *learning environment* in a way to encourage “risk taking and idea sharing” among teachers and students and the students were should be active in way to talk and practice with enthusiasm as try to read and directly to show the message of each tasks, *social values and attitude* authentic materials must be a reflection of social values and attitudes as real notice and song lyrics too authentic from the native and social advice from the notice and the lyrics song itself, and the last on was *culture issues* should beauthentic materials must further learners’ “cultural, sociolinguistic, and paralinguistic awareness.” As this notice as implied the awareness of life and song lyrics implied no one be able to perfect.

c. Chapter III

Firstly, the researcher found one type of authentic materials types by Genhard as AMs 3 or authentic printed materials were listed in the textbook on page 42, 44, 45 on task 18, 21, 27 on the third chapter, such as speech script, and song lyrics. Those were authentic we were able to see from the sources as written by adopted from: *Dr. Sunnykuty Thomas*, <http://samplespeeches.blogspot.com/2011/12/honesty-is-best-policy-short-speech.html> (Febuary 16, 2014) taken from native’s speech script and song lyrics was titled *Brave* the lyrics as “*You can turn a phrase into a weapon or a drug ...*” which written by *Sara Bareilles*.

Secondly, the researcher found 7 authentic materials criteria by Karvova were listed in the textbook on page 42, 44, 45 on task 18, 21, 27 on the third chapter. as: *contents* were found as speech script and song's lyrics as students goals to express their hopes or dreams through speech, listen and complete what they have heard and read and knew the meaning of song lyrics itself, *task* was found as the command as "*Read read the speech bellow, listen to and complete text based what you have heard and read and find the meaning of the song lyrics* " were the task should be sequenced or systematically and differentiated and must include "communicative and cognitive procedures", *teacher-learner relationship* such as indirectly the teacher asked students to read, to express, to listen, to complete and to know the meaning of each task above and must be structured in a way that a "reciprocal" interaction among the instructors and the students takes place, *learning strategies* as the teacher as cognitive learning, skills in rehearsing the material to be learned by textbook continue by teacher to their students such as by paying attention to learning strategies, *learning environment* in a way to encourage "risk taking and idea sharing" among teachers and students and the students were should be active in way to read, to express, to listen, to complete, with enthusiasm, *social values and attitude* authentic materials must be a reflection of social values and attitudes as real style as from the speech script style and social advice of the lyrics song itself, and the last on was *culture issues* should be authentic materials must further learners'

“cultural, sociolinguistic, and paralinguistic awareness.” As this song implied which life is a process.

d. chapter IV

Firstly, the researcher found one type of authentic materials types by Genhard as AMs 3 or authentic printed materials were listed in the textbook on page 67 on task 23 on the fourth chapter, such as song lyrics. Those were authentic we were able to see from the song lyrics was titled *Happy Birthday, Sweet Sixteen* the lyrics as “*Happy birthday sweet sixteen ...*” which written by *Neil Sedaka* as native, and the writing too authentic as materials.

Secondly, the researcher found 7 authentic materials criteria by Karvova were listed in the textbook on page 67 on task 23 on the fourth chapter. as: *contents* were found as song’s lyrics as students goals to read and to know the meaning of song lyrics itself, *task* was found as the command as “*Read the song lyrics. What is the message?* ” were the task should be sequenced or systematically and differentiated and must include “communicative and cognitive procedures”, *teacher-learner relationship* such as indirectly the teacher asked students to read, to and to find the message of it and must be structured in a way that a “reciprocal” interaction among the instructors and the students takes place, *learning strategies* as the teacher as cognitive learning, skills in rehearsing the material to be learned by textbook continue by teacher to their students such as by paying attention to learning strategies, *learning environment* in

a way to encourage “risk taking and idea sharing” among teachers and students and the students should be active in way to read, to know with enthusiasm, *social values and attitude* authentic materials must be a reflection of social values and attitudes as social advice of the lyrics song itself, and the last one was *culture issues* should be authentic materials must further learners’ “cultural, sociolinguistic, and paralinguistic awareness.” As this song implied how happy birthday.

e. Chapter V

Firstly, the researcher found one type of authentic materials types by Genhard as AMs 3 or authentic printed materials were listed in the textbook on page 85 on task 20 on the fifth chapter, such as song lyrics. Those were authentic we were able to see from the song lyrics was titled *That’s What Friends are for* the lyrics as “*And I never thought I’d feel this way ...*” which written by *Dionne Warwick* as native, and the writing too authentic as materials and the source adapted from: <http://www.azlyrics.com/dionnewarwick/thatswhatafriendsarefor.html>.

Secondly, the researcher found 7 authentic materials criteria by Karvova were listed in the textbook on page 85 on task 20 on the fourth chapter. as: *contents* were found as song’s lyrics as students goals to read and to know the meaning of song lyrics itself, *task* was found as the command as “*Read the song lyrics. What is the message?*” were the task should be sequenced or systematically and differentiated and must include “communicative and cognitive procedures”, *teacher-learner relationship*

such as indirectly the teacher asked students to read, to and to find the message of it and must be structured in a way that a “reciprocal” interaction among the instructors and the students takes place, *learning strategies* as the teacher as cognitive learning, skills in rehearsing the material to be learned by textbook continue by teacher to their students such as by paying attention to learning strategies, *learning environment* in a way to encourage “risk taking and idea sharing” among teachers and students and the students were should be active in way to read, to know with enthusiasm, *social values and attitude* authentic materials must be a reflection of social values and attitudes as social advice of the lyrics song itself, and the last on was *culture issues* should be authentic materials must further learners’ “cultural, sociolinguistic, and paralinguistic awareness.” As this song implied how important friends are for.

Table 4.1 Types of Authentic Materials by Genhard

Criteria Authentic Materials by Karvova		Check	AMs Types by Genhard			Chapter/Page	
Criteria	Indicator		AMs 1	AMs 2	AMs 3	Chapter	Page
Content	The content of authentic materials should have to be appropriate for learners’ age, interest, needs and goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I II III IV V	15 28,29 42,45 67 85
Task	The tasks must be “sequenced and differentiated” and must include “communicative and cognitive procedures” so	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

	that the learners' background and new knowledge can be integrated.						
Teacher-learner relationship	The materials must be structured in a way that a "reciprocal" interaction between the instructor and the learner takes place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Learning strategies	cognitive abilities of the learners must be improved by paying attention to learning strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Learning environment	the environment provided must in a way encourage "risk taking and idea sharing"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Social values and attitudes	authentic materials must be a reflection of social values and attitudes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Culture Issue	authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

2. Language Skills Development that covered in English textbook of eleventh grade published by "*Intan Pariwara*."

The researcher found all skills were covered found in every chapters were completed start from chapter 1 to 5 by using checklist for evaluation and selection adapted from Alan Cunningsworth as *Listening* chapter I

(page: 7), chapter II (page: 22,23,24), chapter III (page: 34,38,39,40,44, chapter IV (page: 64,65) and chapter V (page: 77). *Speaking* chapter I (page: 2,3,5,7,12,13,14), chapter II (page: 21,22,26), chapter III (34,37,38,40,42,44), chapter IV (page: 64,66,67) and chapter V (page: 72,77,82,84). *Reading* chapter I (2,8,9,10,15), chapter II (page: 20,22,24,25,27,28,29), chapter III (page: 34,37,42,43,45), chapter IV (page: 58,59,62,64,67) and chapter V (page: 72,74,78,81,85). *Writing* chapter I (page: 2,4,5,7,8,9,10, 11,12,13,14), chapter II (page: 20,23,24,25,26,28,29), chapter III (page: 34,37,38,39,40,41,42,43,44,45), chapter IV (page: 58,60,61,62,63,64,65,66,67) and chapter V (page: 73,74,78,79,80,83,84).

a. Language Development Skills page 1 to 85

Here you are the description of each questions above. First, *Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?* From this question the researcher found were all four skills adequately covered as listening, speaking, reading and writing, or used to call as receptive skills and productive skills which existed in every chapters and tasks good listening, speaking, reading or writing skills. For receptive skills are listening and reading and productive skills are speaking and writing, bearing in mind your course aims and syllabus requirements also this textbook has regulation rules followed by curriculum 2013. And students were able to receive the receptive skills and productive skills in the 1st to 5th chapters. Second, *Is practice in all*

four skills included? If so, is it balanced? From this question the researcher found every chapter always included in 4 skills good listening, speaking, reading or writing those were balanced existed in this text book as from TASK 1 until the end of TASK. For instance, in chapter 1 on task 1 was speaking on page 2, task 2 was reading on page 2, task 3 was writing on page 2, task 29 was listening on page 15 and students were able to practice both receptive skills and productive skills. Third, *Is there material for integrated skills work?* From this question the researcher found all four skills are integrated each others as find on p. 7 at TASK 11 as *Listen to and complete the dialogs based on what you have heard*, was appropriate with integrated skills work and students were able to do receptive skills with well. The last, *Do the presentation and practice activities include the integration of skills in realistic contexts? All four skills do not necessarily have to figure in every sequence of activities for it to be valid.* From this question the researcher found as on page 4 on task 5 on the first chapter on dialog as suggestion to stop working if you are sick. And the materials should be integrated in realistic context by four skills.

Table 4.2 Language Development Skills by Allan Cunningsworth

No.	Language Development Skill by Allan Cunningsworth	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Language	Students are able to receive the receptive skills and productiv	I to V	2-85	Are all four skills adequately covered, bearing in mind your course	Of course, Are all four skills adequately	<input checked="" type="checkbox"/>

		e skills.			aims and syllabus requirements?	covered, bearing in mind your course aims and syllabus requirements also this textbook has regulation rules followed by curriculum 2013.	
2.		Students are able to practice both receptive skills and productive skills.			Is practice in all four skills included? If so, is it balanced?	Of course, those are balanced existed in this text book as from TASK 1 until the end of TASK.	<input checked="" type="checkbox"/>
3.		-			If not, which skills are omitted, and why?	Nothing.	<input checked="" type="checkbox"/>
4.		Students are able to do receptive skills with well.			Is there material for integrated skills work?	Any, all four skills are integrated each others as find on p. 7 at TASK 11 as <i>Listen to and complete the dialogs based on what you have heard.</i>	<input checked="" type="checkbox"/>

5.					Does the material progress in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course? How well is this achieved?	-	<input checked="" type="checkbox"/>
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b. Chapter I Listening

The researcher found 1 to 6 listening question checklists and for number 7 and 8 were not listening question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, listening question checklist was *Is listening material well recorded, as authentic as possible, accompanied by background information, question and activities which help comprehension?* Absolutely. were correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension for any podcast as on page 7 on task 11 and students were able to use structure and language element in giving suggestion and the response. Second, listening question checklist was *What kind of listening material is contained in the course? Does listening from part of dialogue conversation work? Are there specific information, etc?* Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the

television audio, or radio, and English spoken outside the classroom, etc). then, textbook materials (this may include simulated lectures and presentations and semi-scripted listening tasks from it). As this textbook use podcast for any listening TASK in this textbook. Also students studied seriously on every stages. Third, listening question checklist was *If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?* Of course existed. The student need to complete the blank as we find on p. 7 in TASK 11 *Show your sympathy to others who need help* and students are able to adjust writing format or telling. Fourth, listening question checklist was *Is the listening material set in a meaningful context?* Of course listening material set in a meaningful context because every tasks have their function and direction and goals to the student by student should be able to retell by systematiclly, text structure, language element in expression of suggestion and offer and the respond. Fifth, listening question checklist was *Are there pre-listening tasks, questions, etc?* Of course existed. The student need to complete the blank as we found on page 7 on task 11 next with students were able to know the direction by communication in the textbook. The last was *What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?* Of course, it recorded material on audio-cassette such in terms of sound quality, speed of delivery, accent, authenticity and this book use podcasts also students were able to write or tell well.

c. Chapter II Listening

The researcher found 1 to 6 listening question checklists and for number 7 and 8 were not listening question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, listening question checklist was *Is listening material well recorded, as authentic as possible, accompanied by background information, question and activities which help comprehension?* Absolutely. Are correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension for any podcast. *As I did. The agenda is to discuss a (1) ...* on page 23 on task 8 and students were able to use English after listen activity to ask by asking for and stating one's opinion or view. Second, listening question checklist was *What kind of listening material is contained in the course? Does listening from part of dialogue conversation work? Are there specific information, etc?* Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the television audio, or radio, and English spoken outside the classroom, etc). As this textbook use podcast for any listening TASK in this textbook. Also, students studied seriously on every stages. Third, listening question checklist was *If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?* Of course existed. The student need to complete the blank as we find on page 23 on task 8 as *...? Oh, I'm stuck in the middle*

also students were able to adjust writing format or telling. Fourth, listening question checklist was *Is the listening material set in a meaningful context?* Of course listening material set in a meaningful context and students should be able to retell by systematically, text structure, language element in expression of asking for one's opinion or views. Fifth, listening question checklist was *Are there pre-listening tasks, questions, etc?* Of course existed. The student need to complete the blank as we find on page 23 on task 8 as *Listen to and complete the dialogs based on what you have heard* on dialog 1 and 2 also students were able to know the direction by communication in the textbook. The last one was *What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?* Of course, it recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity And this book use podcasts and students were able to write or tell well.

d. Chapter III Listening

The researcher found 1 to 6 listening question checklists and for number 7 and 8 were not listening question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, listening question checklist was *Is listening material well recorded, as authentic as possible, accompanied by background information, question and activities which help comprehension?* Absolutely. Are correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension for any

podcast. As *Listen and repeat* on page 34 on task 1. Students were able to use English after listen activity to ask by expressing hopes. Second, listening question checklist was *What kind of listening material is contained in the course? Does listening from part of dialogue conversation work? Are there specific information, etc?* Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the television audio, or radio, and English spoken outside the classroom, etc). As this textbook use podcast for any listening TASK in this textbook. Also, students studied seriously on every stages. Third, listening question checklist was *If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?* Of course existed. The student need to complete the blank as we find on page 39 on task 9. As *Listen to and complete the dialogs based on what you have heard*. As on dialog 1 and dialog 2, also students were able to adjust writing format or telling. Fourth, listening question checklist was *Is the listening material set in a meaningful context?* Of course listening material set in a meaningful context and students should be able to retell by systematiclly, text structure, language element in expression of hopes. Fifth, listening question checklist was *Are there pre-listening tasks, questions, etc?* Of course existed. The student need to complete the blank as we find on page 38 on task 7 as *Listen and repeat. Practice the dialogs with a friend*. As on dialog 1 and dialog 2, also students were able to know

the direction by communication in the textbook. The last one was *What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?* Of course, it recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity. And this book use podcasts and students were able to write or tell well.

e. Chapter IV Listening

The researcher found 1 to 6 listening question checklists and for number 7 and 8 were not listening question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, listening question checklist was *Is listening material well recorded, as authentic as possible, accompanied by background information, question and activities which help comprehension?* Absolutely. Are correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension for any podcast. As *Listen and repeat. Practice the dialog with a friend.* on page 64 on task 14 students were able to use English after listen activity to short functional text invitation and response card. Second, listening question checklist was *What kind of listening material is contained in the course? Does listening from part of dialogue conversation work? Are there specific information, etc?* Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the television audio, or radio, and English spoken outside the classroom, etc).

As this textbook use podcast for any listening TASK in this textbook. Also, students studied seriously on every stages. Third, listening question checklist was *If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?* Of course existed. The student need to complete the blank as we find on page 65 on task 16. As *Listen and choose A, B, C D or E for the correct answer.* From 1 to 5,also students were able to adjust writing format or telling. Fourth, listening question checklist was *Is the listening material set in a meaningful context?*Of course listening material set in a meaningful context and students should be able to retell by systematiclly, text structure, language element in short functional text invitation and response card.Fifth, listening question checklist was *Are there pre-listening tasks, questions, etc?*Of course existed. The student need to complete the blank as we find on page 38 on task 7 as *Listen and repeat. Practice the dialog with a friend.* on page 64 on task 14, also students were able to know the direction by communication in the textbook. The last one was *What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?*Of course, it recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity And this book use podcasts and students were able to write or tell well.

f. Chapter V Listening

The researcher found 1 to 6 listening question checklists and for number 7 and 8 were not listening question checklists by Allan Cunningsworth in the textbook on the first fifth of the textbook. First, listening question checklist was *Is listening material well recorded, as authentic as possible, accompanied by background information, question and activities which help comprehension?* Absolutely. Are correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension for any podcast. As *Listen and repeat after your teacher*. On page 77 on task 6. Students should be able to use English after listen activity to short functional text personal letter. Second, listening question checklist was *What kind of listening material is contained in the course? Does listening from part of dialogue conversation work? Are there specific information, etc?* Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the television audio, or radio, and English spoken outside the classroom, etc). As this textbook use podcast for any listening TASK in this textbook. Also, students studied seriously on every stages. Third, listening question checklist was *If there are specific listening passages, what kind of activities are based on them comprehension questions, extracting specific information, etc?* Of course existed. The student need to complete the blank as found as *Listen and repeat after your teacher*. On page 77 on task 6. In here just vocabularies

with the phonetics,also students were able to adjust writing format or telling. Fourth, listening question checklist was *Is the listening material set in a meaningful context?*Of course listening material set in a meaningful context and students should be able to retell by systematically, text structure, language element in short functional text invitation and response card.Fifth, listening question checklist was *Are there pre-listening tasks, questions, etc?*Of course existed. Of course existed. The student need to complete the blank as found *Listen and repeat after your teacher.* On page 77 on task 6 also students were able to know the direction by communication in the textbook.The last one was *What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?*Of course, it recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity And this book use podcasts And this book use podcasts and students were able to write or tell well.

Table 4.3 Language Development Skills by Allan Cunningsworth

No	Listening	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Listening	Students are able to use structure and language element in giving suggestion and the response.	I II III IV V	7. 22,23, 24. 34,38, 39. 40,44. 64,65 77	Is listening material well recorded, as authentic as possible, accompanied by background	Absolutely. Are correct materials as authentic as possible, accompanied by background information, question and activities which help comprehension	<input checked="" type="checkbox"/>

					nd informati on, question and activities which help compreh ension?	for any podcast.	
		Students study seriously on every stages.			What kind of listening material is containe d in the course? Does listening from part of dialogue conversat ion work? Are there specific informati on, etc?	Authentic materials (this includes anything that is 'unscripted', 'live' lectures and seminars, the English you hear on the television audio, or radio, and English spoken outside the classroom, etc). then, textbook materials (this may include lectures and presentations and semi- scripted listening tasks from it). As this textbook use podcast for any listening TASK in this textbook.	<input checked="" type="checkbox"/>
		Students are able to adjust writing format or telling.			If there are specific listening passages, what kind of activities are based on them compreh ension questions ,	Of course existed. The student need to complete the blank as we find on p. 7 in TASK 11 <i>Show your sympathy to others who need help.</i>	<input checked="" type="checkbox"/>

				extracting specific information, etc?		
		Students should be able to retell by systematically, text structure, language element in expression of suggestion and offer and the respond		Is the listening material set in a meaningful context?	Of course listening material set in a meaningful context	<input checked="" type="checkbox"/>
		Students are able to know the direction by communication in the textbook.		Are there pre-listening tasks, questions, etc?	Of course existed. The student need to complete the blank as we find on p. 7 in TASK 11 <i>Listen to and complete the dialogs based on what you have heard.</i> As on dialog 1 and 2.	<input checked="" type="checkbox"/>
		Students are able to write or tell well..		What is the recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity?	Of course, it recorded material on audio-cassette like in terms of sound quality, speed of delivery, accent, authenticity And this book use podcasts.	<input checked="" type="checkbox"/>
				Is there any video material for listening ?	-	<input type="checkbox"/>

					If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc?	-	<div>×</div>
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a. Chapter I Speaking

The researcher found 1, 2, 3 and 5 and speaking question checklists and for and speaking question checklists number 4 was not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How much emphasis is there on spoken English in the coursebook?* All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter and Students are able to speak up by using language elements: structure, vocabulary, communication, stressing, and intonation. Second, *What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, roleplays, communication activities (information gap).* Like in dialog 1 and 2 on task 8 and so on. As on page 5 by following students were able to adjust how to retell. Third, *Are there any specific strategies for conversation or other spoken activities, eg debating, giving talks?* Making and Responding to an Offer as offering something i.e. *Would you like a drink, Winda?* Then will respond as *Yes, thank you.*

I'm thirsty on task 8 on 5 on the first chapter and students were able to accurately use the structure, language element in giving suggestion and respond. Fourth, *Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?* Of course, as included in any tasks of speaking skills. Such as making expressions of offering based on the following situations, i.e. *Your friend looks pale. He/she has a toothache.* And the goal for communicating was students were able to care in communication processes.

b. Chapter II Speaking

The researcher found 1, 2, 3 and 5 and speaking question checklists and for and speaking question checklists number 4 was not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How much emphasis is there on spoken English in the coursebook?* All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter and Students are able to speak up by using language elements: structure, vocabulary, communication, stressing, and intonation. Second, *What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, roleplays, communication activities (information gap).* Such as on page 22 on task 5 as *Listen and repeat. Practice the dialog with a friend* by following students were able to adjust how to retell. Third, *Are there any specific strategies for conversation or other spoken activities, eg debating,*

giving talks? Making and Responding to an expression of asking for one's opinion or views i.e. on page 26 on task 13 *Arrange the sentences to form a meaningful dialog. Then, practice the dialog with a friend* also students were able to accurately use the structure, language element in expression of asking for one's opinion or views. Fourth, *Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?* Of course, as: included in any tasks of speaking skills. Of course, as: included in any tasks of speaking skills. Such as making expression of asking for one's opinion or views. As on page 26 on task 13 *Well, I admit that your idea is very good ...* students were able to care in communication process.

c. Chapter III Speaking

The researcher found 1, 2, 3 and 5 and speaking question checklists and for and speaking question checklists number 4 was not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How much emphasis is there on spoken English in the coursebook?* All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter and Students are able to speak up by using language elements: structure, vocabulary, communication, stressing, and intonation. Second, *What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, roleplays, communication activities (information gap).* Such as on page on 34 on task 1 as *Listen and repeat* by

following students were able to adjust how to retell. Third, *Are there any specific strategies for conversation or other spoken activities, eg debating, giving talks?* Making and Responding to an expression of hopes i.e. on page 38 on task 7 as *Listen and repeat. Practice the dialogs with a friend.* And students were able to accurately use the structure, language elements in expression of hopes. Fourth, *Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?* Of course, as included in any tasks of speaking skills. Such as making expression of asking for one's opinion or views. As on page 38 on task 7 as *Listen and repeat. Practice the dialogs with a friend* and students were able to care in communication process.

d. Chapter IV Speaking

The researcher found 1, 2, 3 and 5 and speaking question checklists and for speaking question checklists number 4 was not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How much emphasis is there on spoken English in the coursebook?* All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter and Students are able to speak up by using language elements: structure, vocabulary, communication, stressing, and intonation. Second, *What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, roleplays, communication activities (information gap).* Such as on page 64 on task 14 as *Listen and repeat.*

Practice the dialogf with a friend by following students were able to adjust how to retell. Third, *Are there any specific strategies for conversation or other spoken activities, eg debating, giving talks?* Making and Responding to an in short functional text invitation and response card.i.e. on page 66 on task 18as *Complete the dialog with the correct words from the box.* Then, *practice the dialog with a friend.* Students were able to accurate to use the structure, language elementin short functional text invitation and response card. Fourth, *Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?*Of course, as: included in any tasks of speaking skills. Such as making expression of asking for one's opinion or views. As on on page on 64 on task 14 as *Listen and repeat.Practice the dialogf with a friend* andstudents were able to care in communication process.

e. Chapter V Speaking

The researcher found 1, 2, 3 and 5 and speaking question checklists and for and speaking question checklists number 4 was not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How much emphasis is there on spoken English in the coursebook?* All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter and Students are able to speak up by using language elements: structure, vocabulary, communication, stressing, and intonation. Second, *What kind of material for speaking is contained in the course? This may include: oral presentation and practice*

of language items, dialogues, roleplays, communication activities (information gap). Such as on page 72 on task 1 as *Discuss the following questions with your friend. Share your answers with the class.* As from 1 to 8 by following students were able to adjust how to retell. Third, *Are there any specific strategies for conversation or other spoken activities, eg debating, giving talks?* Making and Responding to an in short functional text personal letter .i.e. on page 77 on task 6 as *Listen and repeat after your teacher* also students were able to accurately use the structure, language element in short functional text personal letter. The last one was, *Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?* Of course, as: included in any tasks of speaking skills. Such as making expression of asking for one's opinion or views. As on page 82 on task 14 as *Talk with your friends about the letters in Task 13. Ask and answer questions about the information in each letter. Do it in turns* and students were able to care in communication process.

Table 4.4 Language Development Skills by Allan Cunningsworth

No.	Speaking	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Speaking	Students are able to speak up by using language elements: structure, vocabulary, communicate	I II III IV V	2,3,5, 7,12, 13,14 . 21,22 ,26. 34,37 ,38. 40,42 ,44.	How much emphasis is there on spoken English in the coursebook?	All materials include speaking skills, for each chapter at least divided into 9 tasks for speaking skill in each chapter.	<input checked="" type="checkbox"/>

		ation, stressing, and intonation.		64,66 ,67. 72,77 ,82, 84.			
		Students are able to adjust how to retell.			What kind of material for speaking is containe d in the course? This may include: oral presentat ion and practice of language items, dialogues , roleplays ,commun ication activities (informat ion gap)	Like in dialog 1 and 2 and so on. As on page 5.	<input checked="" type="checkbox"/>
		Students are able to accurate to use the structure, language element in giving suggestion and respond.			Are there any specific strategies for conversat ion or other spoken activities, eg debating, giving talks?	Making and Responding to an Offer as offering something i.e. <i>Would you like a drink, Winda?</i> Then will respons as <i>Yes, thank you. I'm thirsty.</i> Page 5	<input checked="" type="checkbox"/>
		-			Is any practice material included to help learners	-	<input type="checkbox"/>

					to cope with unpredictability in spoken discourse?		
		Students are able to care in communication process.			Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?	Of course, as: included in any tasks of speaking skills. Such as making expressions of offering based on the following situations, i.e. <i>Your friend looks pale. He/she has a toothache.</i>	<input checked="" type="checkbox"/>

a. Chapter I Reading

The researcher found 1,2,3,4,5,6,7,9,11,12,13,14,15,16 were included reading question checklists and number 8 and 10 were not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?* Exactly, as reading passage on page 10 on task 19. Also, students were able to analyze social function, text structure, and language element on the expression of giving suggestion and the response with fix context use. Second, *Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?* Exactly, as found: *You had better clean the carpets using the vacuum cleaner* (grammar and new vocabulary)... (p. 2). Consolidating language work as

learners at the beginning of this phase will show some of understanding beyond the non literal level of the main ideas, issues happen,, plot in term of accessible, authentic printed text materials, good as visual texts, written texts or electronic texts from across the curriculum 2013. They will think largely on illustration to build meaning, in this phase, they are able to retell, to summarize and to paraphrase key ideas. As this reading text showed that *at vacation Yuda and her mom intended to clean their house and divided their duties.* (p.2) and students should be able to adjust language element, vocabulary, pronounciation, stressing and intonation. Third, *Is there a focus on the development of reading skills and strategies?* Absolutely, as found in *Identify the grammatical errors in the sentences below* (p. 8) on task 13. And followed by students were able to achieve their process in every stage. Fourth, *Is the reading material linked to other skills work?* Absolutely as found *Then, write the correct sentences.* (p.8) on task 13 (reading and writing) also students were able to practice after reading to do activity as expression in giving and offering something. Fifth, *Is there emphasis on reading for pleasure and for intellectual satisfaction?* Of course, reading gives spiritual, intelectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, make them more wiser and self-confident. As *Read the words in proper pronounciation.* (p. 9) on task 16 and students were able to reach reading lesson good for intensive or extensive situation as in institution or outside of institution. Sixth, *How many reading texts are there, and how*

frequently do they occur? Chapter I (5), chapter II (6), chapter III (), chapter IV (), and chapter V () and students were able used to read to make them easier in reading. Seventh, *Is the reading material linked to other skills work?* Exactly, as after reading or identify any activities will do next as writing and speaking. As found on page 8 on task 14 as *Identify the grammatical errors in the sentences below. Then, write the correct sentences* and so fourth also students were able to achive more than 1 skill to other skills in one task on every tasks. Eighth, *How long are the texts? Do they encourage intensive/extensive reading?* Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared wit exyensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as on page 9 on task 16 and students were able to reach reading lesson good for intensive or extensive situation. Ninth, *How authentic are the texts?* Of course as *to taste, clay, mixture* on page 9 on task 16. Then students should be able to practice it from reading the vocabularies. Tenth, *Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?*Of Course. As make students curiosity of the reading passage as fill in the blank as on page 9 n task 14 then students were able to update their knowledged from new reading information from the textbook. Eleventh, *What text types (genres) are used? Are they appropriate?*Combination genres are used to use in the textbook and also

appropriate for the student and so that students were able to know every genres that included in the textbook. Twelveth, *Are the texts complete or gapped?* Absolutely those are complete texts and we known that students were able to learn sentence completely. Thirteenth, *Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions?* Absolutely, as in p. 9 on task 16 in vocabularies and from the reading passage, students known information, background, discussion and so on. Fourteenth, *What kind of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?* Of course as relate from p. 10 to p. 9 on task 18 with task 17 and students would known the direction on every reding task. The last, *To what extent does the material involve the learner's knowledge system (knowledge of the world)?* Absolutely, those are able to find as on p. 10 on task 19 and student should be know the materials which is able to involve student as practice after reading in their daily life.

b. Chapter II Reading

The researcher found 1,2,3,4,5,6,7,9,11,12,13,14,15,16 were included reading question checklists and number 8 and 10 were not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?* Exactly, as reading passage on page 20 on task 2. *Read the text,*

in turns. Also, students were able to analyze social function, text structure, and language element on the expression of giving suggestion and the response with fix context use. Second, *Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?* Exactly, as found: *Will you endanger your life just for reading and sending a message...* on page 28 on task 17 and students should be able to adjust language element, vocabulary, pronounciation, stressing and intonation. Third, *Is there a focus on the development of reading skills and strategies?* Absolutely, as found in *Read the song lyrics. What the message?* by Cher Liloyd was titled *Human* on page 29 on task 20. And followed by students were able to achieve their process in every stage. Fourth, *Is the reading material linked to other skills work?* Absolutely as found *Then, write the correct sentences*. Exactly, as found in *Work in pairs. Read the opinions and figure out what they are about*. On page 22 on task 7 students were able to practice after reading to do activity as expression of asking for one's opinion or views. Fifth, *Is there emphasis on reading for pleasure and for intellectual satisfaction?* Of course, reading gives spiritual, intelectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, make them more wiser and self-confident. As *Read the words and write the meanings. Look in your dictionary if necessary*. On page 20 on task 1. Also students were able to use English to achieve social as look out together the vocabularies. Sixth, *How many reading texts are there, and how frequently do they occur?*

Chapter I (5), chapter II (8), chapter III (), chapter IV (), and chapter V () and students were able used to read, to make them easier in reading. Seventh, *Is the reading material linked to other skills work?* Exactly, as after reading or identify any activities will do next as writing and speaking. As found on page 8 on task 14 as *Read the words and write the meanings. Look in your dictionary if necessary.* On page 20 on task 1 also students were able to achieve more than 1 skill to other skills in one task on every tasks. Eighth, *How long are the texts? Do they encourage intensive/extensive reading?* Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as *Read the words and write the meanings. Look in your dictionary if necessary.* On page 20 on task 1 and students were able to reach reading lesson good for intensive or extensive situation. Ninth, *How authentic are the texts?* Of course as *Read the words and write the meanings. Look in your dictionary if necessary.* On page 20 on task 1. Those are vocabularies in English. Then students should be able to practice it from reading the vocabularies. Tenth, *Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?* Of Course. As make students curiosity of the reading passage as fill in the blank as on page 20 on task 2 *Read the next, in turns,* then students were able to update their

knowledged from new reading information from the textbook. Eleventh, *What text types (genres) are used? Are they appropriate?* Combination genres are used to use in the textbook and also appropriate for the student and so that students were able to know every genres that included in the textbook. Twelveth, *Are the texts complete or gapped?* Absolutely those are complete texts. on page 20 on task 2 *Read the next, in turns*, and we known that students were able to learn sentence completely. Thirteenth, *Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions?* Absolutely, as in *Read the words and write the meanings. Look in your dictionary if necessary.* On page 20 on task 1 and students known information, background, discussion and so on. Fourteenth, *What kind of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?* Of course as relate from on page 27 on task 16, as *Amelia: What a beautiful drawing! Yuda: Thanks...* and students would known the direction on every reading task. The last, *To what extent does the material involve the learner's knowledge system (knowledge of the world)?* Absolutely, those are able to find as on page 27 on task 16 as *Amelia: Will you join a competition or something? Yuda: No, I make this poster as an assignment from Mr. Johan, my English teacher.* and student should be know the materials which is able to involve student as practice after reading in their daily life.

c. Chapter III Reading

The researcher found 1,2,3,4,5,6,7,9,11,12,13,14,15,16 were included reading question checklists and number 8 and 10 were not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?* Exactly, as reading passage on page 34 on task 3. *Read the text, in turns. underline the sentence expressing a hope* also students were able to analyze social function, text structure, and language element on the expression of hopes with fix context use. Second, *Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?* Exactly, as found: *Our beloved principal, teachers, administrators, parents and dearest friends.* On page 42 on task 18 and students should be able to adjust language element, vocabulary, pronounciation, stressing and intonation. Third, *Is there a focus on the development of reading skills and strategies?* Absolutely, as found in *Read the song lyrics. What the message?* by Sara Bareilles was titled *Brave* on page 45 on task 27. And followed by students were able to achieve their process in every stage. Fourth, *Is the reading material linked to other skills work?* Absolutely as found *Then, write the correct sentences.* Exactly, as found in *Work in pairs. Read the song lyrics. What the message?* by Sara Bareilles was titled *Brave* on page 45 on task 27. Students were able to practice after reading to do activity as expression of

hopes. Fifth, *Is there emphasis on reading for pleasure and for intellectual satisfaction?* Of course, reading gives spiritual, intellectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, make them more wiser and self-confident. As *Everyone in life has hopes and dreams for their future. Suppose you have an opportunity to deliver a speech in a graduation day and you express your hopes or dreams through your speech. Read the speech below.* On page 42 on task 18. Also students were able to use English to achieve social as look out together the vocabularies. Sixth, *How many reading texts are there, and how frequently do they occur?* Chapter I (5), chapter II (8), chapter III (4), chapter IV (), and chapter V () and students were able used to read, to make them easier in reading. Seventh, *Is the reading material linked to other skills work?* Exactly, as after reading or identify any activities will do next as writing and speaking. As found on page 37 on task 5 as *Let's discuss in groups. Read following question carefully and offer your answer based on your understanding. Note down all the ...* also students were able to achieve more than 1 skill to other skills in one task on every tasks. Eighth, *How long are the texts? Do they encourage intensive/extensive reading?* Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as on page 34 on task 3. *Read the text, in*

turns.underline the sentence expressing a hope and students were able to reach reading lesson good for intensive or extensive situation. Ninth, *How authentic are the texts?* Of course as *Read the words and write the meanings. Look in your dictionary if necessary.* Of course as on page 34 on task 3. *Read the text, in turns.underline the sentence expressing a hope.* Those are vocabularies in English. Then students should be able to practice it from reading the vocabularies. Tenth, *Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?* Of Course. As make students curiosity of the reading passage as fill in the blank as *Work in pairs. Read the song lyrics. What the message?* by Sara Bareilles was titled *Brave* on page 45 on task 27 then students were able to update their knowledge from new reading information from the textbook. Eleventh, *What text types (genres) are used? Are they appropriate?* Combination genres are used to use in the textbook and also appropriate for the student and so that students were able to know every genres that included in the textbook. Twelfth, *Are the texts complete or gapped?* Absolutely those are complete texts. *Work in pairs. Read the song lyrics. What the message?* by Sara Bareilles was titled *Brave* on page 45 on task 27, and we know that students were able to learn sentence completely. Thirteenth, *Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions?* Absolutely, as in *Work in pairs. Read the song lyrics. What the message?* by Sara Bareilles was titled *Brave*

on page 45 on task 27 and students known information, background, discussion and so on. Fourteenth, *What kind of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?* Of course as relate from on page 43 on task 20, as 1. *In what occasion is the speech delivered?* ... and students would know the direction on every reading task. The last, *To what extent does the material involve the learner's knowledge system (knowledge of the world)?* Absolutely, those are able to find as on page 34 on task 3. *Read the text, in turns. underline the sentence expressing a hope* and student should be know the materials which is able to involve student as practice after reading in their daily life.

d. Chapter IV Reading

The researcher found 1,2,3,4,5,6,7,9,11,12,13,14,15,16 were included reading question checklists and number 8 and 10 were not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?* Exactly, as reading passage on page 58 on task 2. *Read the following text.* Students were able to analyze social function, text structure, and language element on the short functional text invitation and response card with fix context use. Second, *Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?* Exactly, as found: *Read the following texts. As from text 1 and*

text 2 on page 59 on task 4. Students were able to adjust language element, vocabulary, pronunciation, stressing and intonation. Third, *Is there a focus on the development of reading skills and strategies?* Absolutely, as found in *Read the song lyrics. What the message?* by Neil Sedaka was titled *Happy Birthday, Sweet Sixteen* on page 67 on task 23. And followed by students were able to achieve their process in every stage. Fourth, *Is the reading material linked to other skills work?* Absolutely as found *Then, write the correct sentences.* Exactly, as found in *Read the song lyrics. What the message?* by Neil Sedaka was titled *Happy Birthday, Sweet Sixteen* on page 67 on task 23 also students were able to practice after reading to do activity as short functional text invitation and response card. Fifth, *Is there emphasis on reading for pleasure and for intellectual satisfaction?* Of course, reading gives spiritual, intellectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, as on task 2 on page 58. Also students were able to use English to achieve social as look out together the vocabularies. Sixth, *How many reading texts are there, and how frequently do they occur?* Chapter I (5), chapter II (8), chapter III (4), chapter IV (6), and chapter V () and students were able used to read, to make them easier in reading. Seventh, *Is the reading material linked to other skills work?* Exactly, as after reading or identify any activities will do next as writing and speaking. As found *Read the following texts. As from text 1 and text 2* on page 59 on task 4, also students were able to achieve more than 1 skill to other skills in

one task on every tasks. Eighth, *How long are the texts? Do they encourage intensive/extensive reading?* Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared wit exyensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as *Read the following texts. As from text 1 and text 2 on page 59 on task 4*and students were able to reach reading lesson good for intensive or extensive situation.

Ninth, *How authentic are the texts?* Of course as *Read the words and write the meanings. Look in your dictionary if necessary.* Of course as on page 62 on task 9. *Read the words in proper pronunciation.* Those are vocabularies in English.. Then students should be able to practice it from reading the vocabularies. Tenth, *Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?*Of Course. As make students curiosity of the reading passage as fill in the blank as on page 58 on task 2. *Read the following text* then students were able to update their knowledged from new reading information from the textbook. Eleventh, *What text types (genres) are used? Are they appropriate?*Combination genres are used to use in the textbook and also appropriate for the student and so that students were able to know every genres that included in the textbook. Twelveth, *Are the texts complete or gapped?*Absolutely those are complete texts. *Read the song lyrics. What the message?*by Neil Sedaka was titled *Happy Birthday*,

Sweet Sixteen on page 67 on task 23 and we know that students were able to learn sentence completely. Thirteenth, *Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions?* Absolutely, as in *Read the song lyrics. What the message?* by Neil Sedaka was titled *Happy Birthday, Sweet Sixteen* on page 67 on task 23 and students know information, background, discussion and so on. Fourteenth, *What kind of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?* Of course as relate from on page 63 on task 12 *You are invited to the OSIS regular meeting that will be held: ...* and students would know the direction on every reading task. The last, *To what extent does the material involve the learner's knowledge system (knowledge of the world)?* Absolutely, those are able to find as on page 63 on task 12 *We look forward to your participation...* and student should be know the materials which is able to involve student as practice after reading in their daily life.

e. Chapter V Reading

The researcher found 1,2,3,4,5,6,7,9,11,12,13,14,15,16 were included reading question checklists and number 8 and 10 were not included by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?* Exactly, as reading passage on page 72 on task 2. *Read the*

following text. Students were able to analyze social function, text structure, and language element on the short functional text personal letter with fix context use. Second, *Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?* Exactly, as found: *Read the letter below, aloud. Then, complete the statements that follow* on page 74 on task 5. Students were able to adjust language element, vocabulary, prounounciation, stressing and intonation. Third, *Is there a focus on the development of reading skills and strategies?* Absolutely, as found in *Read the song lyrics. What the message?* by Dionne Warwick was titled *That's What Friends are for* on page 85 on task 20. And followed by students were able to achieve their process in every stage. Fourth, *Is the reading material linked to other skills work?* Absolutely as found *Then, write the correct sentences.* Exactly, as found in *Read the song lyrics. What the message?* by Dionne Warwick was titled *That's What Friends are for* on page 85 on task 20 also students were able to practice after reading to do activity as short functional text invitation and response card. Fifth, *Is there emphasis on reading for pleasure and for intellectual satisfaction?* Of course, reading gives spiritual, intelectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, as on task 13 on page 81. *Read the letter. What is the purpose of each letter?* From letter 1 to 3. Also students were able to use English to achieve social as look out together the vocabularies. Sixth, *How many reading texts are there, and how frequently*

do they occur? Chapter I (5), chapter II (8), chapter III (4), chapter IV (6), and chapter V (5) and students were able used to read, to make them easier in reading. Seventh, *Is the reading material linked to other skills work?* Exactly, as after reading or identify any activities will do next as writing and speaking. As found on task 13 on page 81. *Read the letter. What is the purpose of each letter?* From letter 1 to 3, also students were able to achieve more than 1 skill to other skills in one task on every tasks. Eighth, *How long are the texts? Do they encourage intensive/extensive reading?* Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as *There are fifteen mistakes in the following letter. The mistakes include the grammatical and structure errors. Identify the mistakes and then rewrite the correct letter. Share your work with the class* and students were able to reach reading lesson good for intensive or extensive situation. Ninth, *How authentic are the texts?* As *Read the letter below, aloud. Then, complete the statements that follow* on page 74 on task 5.. Those are vocabularies in English. Then students should be able to practice it from reading the vocabularies. Tenth, *Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?* Of Course. As make students curiosity of the reading passage as fill in the blank as on task 13 on page 81. *Read the*

letter. What is the purpose of each letter? From letter 1 to 3, then students were able to update their knowledge from new reading information from the textbook. Eleventh, *What text types (genres) are used? Are they appropriate?* Combination genres are used to use in the textbook and also appropriate for the student as information and students were able to know every genres that included in the textbook. Twelveth, *Are the texts complete or gapped?* Absolutely those are complete texts. Exactly, as found in *Read the song lyrics. What the message?* by Dionne Warwick was titled *That's What Friends are for* on page 85 on task 20 and we know that students were able to learn sentence completely. Thirteenth, *Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions?* Exactly, as found in *Read the song lyrics. What the message?* by Dionne Warwick was titled *That's What Friends are for* on page 85 on task 20 and students know information, background, discussion and so on. Fourteenth, *What kind of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?* Of course as relate from on page 78 on task 8 as *venue, time, date* and students would know the direction on every reading task. The last, *To what extent does the material involve the learner's knowledge system (knowledge of the world)?* Of course as relate from on page 78 on task 8 as *I will be turn 17 on November 9, 2014 and my parents are organizing a birthday ...* and

student should be know the materials which is able to involve student as practice after reading in their daily life.

Table 4.5 Language Development Skills by Allan Cunningsworth

No.	Reading	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Reading	-Students are able to analyze social function, text structure, and language element on the expression of giving suggestion and the response with fix context use. -Students are able to adjust language element, vocabulary , prounounci ation, stressing and intonation.	I	2,8,9, 10,15.	Are reading passages and associate d activities suitable for your students' levels, interests, etc? Is there sufficient reading material? Is the reading text used for introduci ng new language items (gramma r and vocabula ry), consolida ting language work, etc?	Exactly, as reading passage onpage 10 on task 19.	<input checked="" type="checkbox"/>
			II	20,22,24, 25,27,28, 29.		Exactly, as found: <i>You had better clean the carpets using the vacuum cleaner</i> (grammar and new vocabulary).... (p. 2) Consolidat ing language work as learners at the beggining of this phase will show some of understand ing beyond	<input checked="" type="checkbox"/>
			III	34,37,42, 43,45.			
			IV	58,59,62.			
			V	72,74,78, 81,85.			

						the non literal level of the main ideas, issues happen,, plot in term of accessible, authentic printed text materials, good as visual texts, written texts or electronic texts from across the curriculum 2013. They will think largely on illustration to build meaning, in this phase, they are able to retel, to summarize and to paraphrase key ideas. As this reading text showed that <i>at vacation Yuda and her mom intended to clean their house and divided their duties.</i> (p.2)	
		Students are able to achieve their			Is there a focus on the develop	Absolutely , as found in <i>Identify the</i>	<input checked="" type="checkbox"/>

		process in every stage.			ment of reading skills and strategies ?	<i>grammatical errors in the sentences below (p. 8)</i>	
		Students are able to practice after reading to do activity as expression in giving and offering something.			Is the reading material linked to other skills work?	Absolutely as found <i>Then, write the correct sentences. (p.8)</i>	<input checked="" type="checkbox"/>
		Students are able to use English to achieve social function after reading.			Is there emphasis on reading for pleasure and for intellectual satisfaction?	Of course, reading gives spiritual, intellectual and even sensuous pleasure or it is able to enrich experience and sharpens judgments, make them more wiser and self-confident. <i>As Read the words in proper pronunciation. (p. 9)</i>	<input checked="" type="checkbox"/>
		Students are able used to read to make them easier in reading.			How many reading texts are there, and how frequently do they occur?	Chapter I (5), chapter II (6), chapter III (4), chapter IV (6), and chapter V (5)	<input checked="" type="checkbox"/>
		Students are able to			Is the reading	Exactly, as after	<input checked="" type="checkbox"/>

		achive more than 1 skill to other skills in one task on every tasks.			material linked to other skills work?	reading or identify any activities will do next as writing and speaking. As found on page 8 on task 14 as <i>Identify the grammatical errors in the sentences below. Then, write the correct sentences and so fourth.</i>	
					How early on in the course (at elementary level) do reading texts start to appear?	-	<input type="checkbox"/>
		Students are able to reach reading lesson good for intensive or extensive situation.			How long are the texts? Do they encourage intensive /extensive reading?	Intensive reading involves learners reading in detail with specific learning aims and tasks. and it can be compared wit extensive reading, which involves learners	<input checked="" type="checkbox"/>

						reading texts for enjoyment and to develop general reading skills. the learners read a short text and put events from it into chronological order. Such as on page 9 on task 16.	
		Students should be able to practice it from reading the vocabularies.			How authentic are the texts?	Of course as <i>to taste, clay, mixture</i> on page 9 on task 16.	<input checked="" type="checkbox"/>
		Students are able to update their knowledge from new reading information from the textbook.			Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?	Of Course. As make students curiosity of the reading passage as fill in the blank as on page 9 on task 14.	<input checked="" type="checkbox"/>
		So that students are able to know every genres that included in the textbook.			What text types (<i>genres</i>) are used? Are they appropriate?	Combination genres are used to use in the textbook and also appropriate for the student.	<input checked="" type="checkbox"/>
		So that students are able to			Are the texts complete	Absolutely those are complete	<input checked="" type="checkbox"/>

		learn sentence completely .			or gapped?	texts.	
		-From the reading passage, students know information, background, discussion and so on. -Students will know the direction on every reading task.			Does the material help comprehension by, for example, setting the scene, providing background information, giving pre-reading questions ?	Absolutely , as in p. 9 on task 16 in vocabularies.	<input checked="" type="checkbox"/>
					What kind of comprehension questions are asked: literal (surface) questions , discourse - processing questions , inference questions ?	Of course as relate from p. 10 to p. 9 on task 18 with task 17.	<input checked="" type="checkbox"/>
		Student should be know the materials which is able to involve student as practice			To what extent does the material involve the learner's knowledge	Absolutely , those are able to find as on p. 10.	<input checked="" type="checkbox"/>

		after reading in their daily life.			system (knowled ge of the world)?		
--	--	---	--	--	--	--	--

a. Chapter I Writing

The researcher found all writing question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How does the material handle controlled writing, guided writing and free or semi-free writing?* Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on p. 3 *Answer the following questions based on the text in TASK 3.* The student definitely answer which the answers were without regard to spell, grammar or topic and it will produce raw. And students were able to organize written text and oral to show, ask, explain, and respond the expression by giving suggestion and offer with the function itself by true context. Second, *Is there appropriate progression and variety of task?* Absolutely because in the textbook should be existed by variety of writing task as complete the blank or put checklist on every task of writing skills and tudents should be able to practice by structure, language element. Third, *Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?* Exactly. As find on p. 4 on task 5 Answer the questions on the dialogs in Task 4, as What happen to Yuda? And so on in dialog. Also students were able to write well according to the question. Fourth, *Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?* Of course, both were

existed in variety text types as on TASK 3 and 6 on p. 2 and p. 5 and students should be know the styles of each tasks. Fifth, *Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?* Exactly. As find on p. 4 *Grammar: Subjunctives (pattern and examples)* as “its simple form only (“be” or “verb base”) and student should be able the structure of writing in English with well. Sixth, *How much emphasis is there on accuracy?* Good and balance appropriate for student needs on teaching and learning process. Also, so that students were able to adjust the writing accuracy well. Seventh, *Are learners encouraged to review and edit their written work?* Absolutely, it existed as on p. 11 on TASK 20 *Identify the suggestions and offers in the text in TASK 19* and students were able to create English journal. Eighth, *Is a readership identified for writing activities?* Of course there is any instruction to write after reading as find on p. 12 on TASK 22 as *Complete the dialogs with the correct words from the boxes. Then, practice the dialogs with friend* and students were able to answer by question. The last one was *Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?* Exactly this book has regular appropriate of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles in any TASK for each chapters, so that students were able to use expression suggestion and the respond well.

b. Chapter II Writing

The researcher did not find all writing question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How does the material handle controlled writing, guided writing and free or semi-free writing?* Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on page 23 on task 9 *Complete the statements based on the dialogs in task 8*. The student definitely answer which the answers are without regard to spell, grammar or topic and it will produce raw. Students were able to organize written text and oral to show, to ask, to explain, and to respond the expression of asking for one's opinion or views with the function itself by true context. Second, *Is there appropriate progression and variety of task?* Absolutely. As any vocabulary, fill in the blank, work in pairs and so on as on page 22 on task 7 *Work in pairs. Read the opinions and figure out what they are about* and students should be able to practice by structure, language element. Third, *Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?* Exactly. As find on page 22 on task 7 *Work in pairs. Read the opinions and figure out what they are about*. And they presented by opinion and about itself. Also students were able to write well according to the question. Fourth, *Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?* Of course, both are existed in variety text types as on task 8 on page 23. As *Listen to and complete the*

dialogs based on what you have heard and students should be know the styles of each tasks. Fifth, *Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?* Exactly. As found Exactly. As find on page 20 on task 1 as *barely /'berli/* and so on. And student should be able the structure of writing in English with well. Sixth, *How much emphasis is there on accuracy?* Good and balance appropriate for student needs. Also, so that students were able to adjust the writing accuracy well. Seventh, *Is a readership identified for writing activities?* Of course there is any instruction to complete the statements with the suitable expressions of opinions from the box. Read the statements, in turns on page 24 on task 10 and students were able to answer by question. The last one was *Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?* Exactly this book has regular appropriate of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles in any TASK for each chapters. So that students were able to use expression of asking for one's opinion or views and the respond well.

c. Chapter III Writing

The researcher did not find all writing question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How does the material handle controlled writing, guided writing and free*

or semi-free writing? Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on page 34 on task 2 *Explain the meanings of the following words.* The student definitely answer which the answers are without regard to spell, grammar or topic and it will produce raw and students were able to organize written text and oral to show, ask, explain, and respond the expression of hope with the function itself by true context. Second, *Is there appropriate progression and variety of task?* Absolutely. As any vocabulary, answer to the questions, work in pairs and so on as on page 37 on task 4 *Answer the following questions based on the text in Task 3* and students should be able to practice by structure, language element. Third, *Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?* Exactly. As find on page 37 on task 5 *Read the following questions carefully and offer your answer based on your understanding. Note down all ...* And they presented by opinion and about itself. Also students were able to write well according to the question. Fourth, *Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?* Of course, both are existed in variety text types as on task 9 on page 39. As *Listen to and complete the dialogs based on what you have heard* and students should be know the styles of each tasks. Fifth, *Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?* Exactly. As find on page 41 on task 14 as *Respond to the*

following congratulations messages. And student should be able the structure of writing in English with well. Sixth, *How much emphasis is there on accuracy?* Good and balance appropriate for student needs. Also, so that students were able to adjust the writing accuracy well. Seventh, *Is a readership identified for writing activities?* Of course there is any instruction to complete the statements with the suitable expressions of opinions from the box. Read the statements, in turns on page 41 on task 15. As *What would you hope and dream for your future? make a list of your hopes and dreams. Share them with your friends* and students were able to answer by question. The last one was *Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?* Exactly this book has regular appropriate of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles in any TASK for each chapters. So that students were able to use expression of asking for one's opinion or views and the respond well.

d. Chapter IV Writing

The researcher did not found all writing question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How does the material handle controlled writing, guided writing and free or semi-free writing?* Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on page 58 on task

1 *Answer the following questions.* The student definitely answer which the answers are without regard to spell, grammar or topic and it will produce raw and beside that students were able to organize written text and oral to show, ask, explain, of short functional text invitation and response card. Second, *Is there appropriate progression and variety of task?* Absolutely. As any vocabulary, answer to the questions, work in pairs and so on as on page 58 on task 3 *Answer the following questions based on the text in TASK 2* and students should be able to practice by structure, language element. Third, *Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?* Exactly. As find on page 62 on task 11 *Complete the sentences with the suitable words from TASK 10.* And they presented by opinion and about itself. Also students were able to write well according to the question. Fourth, *Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?* Of course, both are existed in variety text types as on task 17 on page 65. As *Complete the short dialogs with suitable expressions of inviting or accepting/declining an invitation* and students should be know the styles of each tasks. Fifth, *Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?* Exactly. As find on page 66 on task 18 as *Complete the dialog with the correct words from the box. Then, practice the dialog with a friend.* And student should be able the structure of writing in English with well. Sixth, *How much emphasis is there on accuracy?* Good

and balance appropriate for student needs. Also, so that students were able to adjust the writing accuracy well. Seventh, *Is a readership identified for writing activities?* Of course there is any instruction to complete the statements with the suitable expressions of opinions from the box. Read the statements, in turns on page 64 on task 13. As *Find out what are missing in the following card. Rewrite the proper invitation card* and students were able to answer by question. The last one was *Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?* Exactly this book has regular appropriate of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles in any TASK for each chapters. So that students were able to use expression of asking for one's opinion or views and the respond well.

e. Chapter V Writing

The researcher did not found all writing question checklists by Allan Cunningsworth in the textbook on the first chapter of the textbook. First, *How does the material handle controlled writing, guided writing and free or semi-free writing?* Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on page 73 on task 3 *Answer the following questions. Based on the letters in TASK 2.* The student definitely answer which the answers are without regard to spell, grammar or topic and it will produce raw. Students were able to organize

written text and oral to show, ask, explain, of short functional text personal letter. Second, *Is there appropriate progression and variety of task?* Absolutely. As any vocabulary, answer to the questions, work in pairs and so on as on page 74 on task 4 *Choose one of topics. Write our feeling on your diary* and students should be able to practice by structure, language element. Third, *Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?* Exactly. As find on page 74 on task 5. *Read the letter below, aloud. Then, complete the statements that follow.* And they presented by opinion and about itself. Also students were able to write well according to the question. Fourth, *Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?* Of course, both are existed in variety text types as on task 7 on page 78. As *match the sentences with their suitable purposes* and students should be know the styles of each tasks. Fifth, *Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?* Exactly. As find on page 79 on task 10 as *Fill in the blanks with the correct words from the box.* And student should be able the structure of writing in English with well. Sixth, *How much emphasis is there on accuracy?* Good and balance appropriate for student needs. Also, so that students were able to adjust the writing accuracy well. Seventh, *Is a readership identified for writing activities?* Of course there is any instruction to complete the statements with the suitable expressions of

opinions from the box. Read the statements, in turns on page 80 on task 12. As *Choose A, B, C, D or E for the correct answer* and students were able to answer by question. The last one was *Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?* Exactly this book has regular appropriate of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.i. paragraphing) and use of appropriate styles in any TASK for each chapters. So that students are able to use expression short functional text personal letter and the respond well.

Table 4.6 Language Development Skills by Allan Cunningsworth

No.	Writing	Indicator	Chapter/Page		Question	Example of Materials	Check
			Chapter	Page			
1.	Writing	Students are able to organize written text and oral to show, ask, explain, and respond the expression by giving suggestion and offer with the function itself by true context.	I	2,4,5,7, 8,9,10, 11,12,13,14.	How does the material handle controlled writing, guided writing and free or semi-free writing?	Of course, material handle controlled writing, guided writing and free or semi-free writing as can find on p. 3 <i>Answer the following questions based on the text in TASK 3.</i> The student definitely answer which the answers are without regard to	<input checked="" type="checkbox"/>
			II	20,23,24,25,26, 28,29.			
			III	34,37,38,39,40, 41,42,43,44,45.			
			IV	58,60,61,62,63, 64,65,66,67.			
			V	73,74,78,79,80, 83, 84.			

					spell, grammar or topic and it will produce raw.	
		Students should be able to practice by structure, language element.			Is there appropriate progression and variety of task?	<input checked="" type="checkbox"/>
		Students are able to write well according to the question.			Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?	<input checked="" type="checkbox"/>
		Students should be know the styles of each tasks.			Is there emphasis on the style of written English? At advanced level, is there attention to different styles according to text type?	<input checked="" type="checkbox"/>
		Student should be able the structure of writing in English with well.			Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?	<input checked="" type="checkbox"/>
		So that students			How much emphasis	<input checked="" type="checkbox"/>

		are able to adjust the writing accuracy well.			is there on accuracy?	appropriate for student needs.	
		-Students are able to create English journal.			Are learners encouraged to review and edit their written work?	Absolutely, it existed as on p. 11 on TASK 20 <i>Identify the suggestions and offers in the text in TASK 19.</i>	<input checked="" type="checkbox"/>
		-Students are able to answer by question.			Is a readership identified for writing activities?	Of course there is any instruction to write after reading as find on p. 12 on TASK 22 as <i>Complete the dialogs with the correct words from the boxes. Then, practice the dialogs with friend.</i>	<input checked="" type="checkbox"/>
		So that students are able to use expression suggestion and the respond well.			Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?	Exactly this book has regular appropriate of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles in any TASK for each chapters.	<input checked="" type="checkbox"/>

C. Discussion

The result of data analysis had shown some authentic materials and complete skills are covered found in English textbook of eleventh grade published by “*Intan Pariwarat*” that compiled by Bachtiar Bima M and Cicik Kurniawati.

1. Authentic Materials in English textbook of eleventh grade published by “*Intan Pariwara*”.

The result of data analysis had shown some types of authentic materials were rarely and suitable by some previous theories. First of all, the types of authentic materials such as (AMs 3) or authentic printed materials, as sports reports, newspapers, restaurant menus, train tickets, etc, has existed in every chapters were in chapter 1 (page:15), chapter 2 (page: 28,29), chapter 3 (page: 42, 44, 45), chapter 4 (page: 67) and chapter 5 (page:85) as song lyrics, speech and notice. It stated that authentic materials were seldom covered in the text book of eleventh grade published by “*Intan Pariwara*”. Furthermore, Kilickaya (2004) states that today there are many voices indirectly that English language presented to the students in the classroom, must be authentic to enhance students’ learning process. From that statement how important students are learning by using authentic materials should be covered in the textbook to enhance students’ ability in English and researcher has proven that the language taught in the classroom must be linked to its functions in the real world. In addition, Richards (2001) states that the language which the learners are

friend with in classroom, must represent the language used in the real world. Also, relate to to Sekiziyivu & Mugimu(2015) Communicative language Teaching (CLT) is based on the concept of communicative competence itself by which students of a language are expected to have the ability to get a foreign language and can to use that language for purposes of effective communication. So that what the communicative language teaching means are able to achieve as concerned not only with how grammar or lexis is used but also with the socio-cultural rules of appropriate language use. From these we are able to take from Azri & Rashdi (2014, p. 249) The use of authentic materials in EFL classes is old, because teachers started using them in the 1970s as a result to spread the Communicative Language Teaching Approach. The last, authentic materials are able to encourage learners to learn a particular language successfully, due to they noticed that they are dealing with the language in the real life as students will never get the unsimillar words, phrase, idioms or others to speak up by using English and the contrary.

2. Language Development Skills that covered in English textbook of eleventh grade published by “*Intan Pariwara*”.

The result of data analysis had shown all skills in all chapters with suitable to the students need by some previous theories. The discussion start from chapter 1 to 5 by using checklist for evaluation and selection adapted from Alan Cunningsworth as *Listening* chapter I (page: 7), chapter II (page: 22,23,24), chapter III (page: 34,38,39,40,44, chapter IV (page:

64,65) and chapter V (page: 77). *Speaking* chapter I (page: 2,3,5,7,12,13,14), chapter II (page: 21,22,26), chapter III (34,37,38,40,42,44), chapter IV (page: 64,66,67) and chapter V (page: 72,77,82,84). *Reading* chapter I (2,8,9,10,15), chapter II (page: 20,22,24,25,27,28,29), chapter III (page: 34,37,42,43,45), chapter IV (page: 58,59,62,64,67) and chapter V (page: 72,74,78,81,85). *Writing* chapter I (page: 2,4,5,7,8,9,10, 11,12,13,14), chapter II (page: 20,23,24,25,26,28,29), chapter III (page: 34,37,38,39,40,41,42,43,44,45), chapter IV (page: 58,60,61,62,63,64,65,66,67) and chapter V (page: 73,74,78,79,80,83,84). Skills in English are receptive skills and productive skills. For receptive skills are listening and reading and productive skills are writing and speaking. How important textbook by covered four skills inside of the textbook. Firstly, Harmer (1998, p. 96) Listening plays an important role in knowing language. Since there is teacher used to speak up in the class, thanks to textbooks and supplementary materials, students are able to hear the differences between varieties and accents of English. Secondly, Grant (1987, p.34) Speaking is often achieved well by communication activities and role plays in the classroom. However, so many speaking is done by teachers. In addition, a lot of textbooks do not contain enough activities in speaking, which might be a reason why so many students have mistakes with speaking and are very pity in it. Thirdly, Harmer (1998, p. 68-69) While deciding whether to use authentic material or not, students level of English must be the criteria. They might not

copy an article from *The Times* but they must be familiar with menus, timetables, basic instructions and so forth. The same rule applies with topics. The students do not have to read only encyclopaedia topics but also novels or short stories. Fourthly, Harmer (1998, p. 80) The point factors for choosing appropriate type of writing are level, age, interests etc. The students are able to write a simple poem, postcards and other common every day styles, stating to language knowledge and provided language. Finally, It can be concluded that the English textbook authentic materials itself is really seldom to find in this textbook and English skills are listening, speaking, reading and writing are rarely suitable by some previous theories, "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" that compiled by Bachtiar Bima M and Cicik Kurniawati textbook published by *Intan Pariwara* for eleventh grade at the first semester.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this research.

A. Conclusion

1. The result of data analysis had shown. First of all, Authentic materials itself were seldom to find in this textbook "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" that compiled by Bachtiar Bima M and Cicik Kurniawati textbook published by *Intan Pariwara* for eleventh grade at the first semester. For instance as from chapter 1 to 5 just AMs 3 types checklist by Genhard were covered in the textbook such as notice, speech, song lyrics were in chapter 1 (page:15), chapter 2 (page: 28,29), chapter 3 (page: 42, 44, 45), chapter 4 (page: 67) and chapter 5 (page:85).
2. English skills were listening, speaking, reading and writing were rarely suitable by some previous theories. The discussion of "listening, speaking, reading and writing" has shown the criteria checklist by Allan Cunningsworth as found on 72 on task 2 on chapter V "*Read the following text*" as reading skill. It stated that listening, speaking, reading and writing skills that contained in "*Buku Bahasa Inggris 'Mata Pelajaran Wajib, Kelas XI'*" that compiled by Bachtiar Bima M

and Cicik Kurniawati textbook published by *Intan Pariwara* for eleventh grade at the first semester contain four skills which were appropriate for Indonesian's learners.

B. Suggestion

This study would like to give some suggestion related to the teachers, students, and even the future study. The suggestions as following:

1. For the Teachers

This study helps teachers to add and improve their teaching references to achieve the the goodness by using authentic materials in their teaching-learning by another sources. It may be improved as a student's skills to achieve like a native speaker and they will never get the gap while study, reading, wriing, speaking or listening in English, and it cause they used to used authentic materials in their life by teaching and learning process. Also using authentic materials are able to guide our student much better in learning English and practice English in their daily life.

2. For the Students

The material contents some authentic materials on it. The students will know authentic materials after do reading this study, they cannot only clear and apply them to their real life by using authentic materials, but also they do the goodness by using authentic materials good in AMs 1, AMs 2, AMs 3 to find out some information on it.

3. For the Future Study

In this study, the design of this study is very simple because it only classifies them into authentic materials and skills in English. There still many weakness that could be found out there. This study hopes that the next study may improve to different design as like research and it is able development nowadays, and improve as a quality of the textbook study for teaching and learning process. In another word, the other studies can use this study as the reference for next studies for much better design of the study research.

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